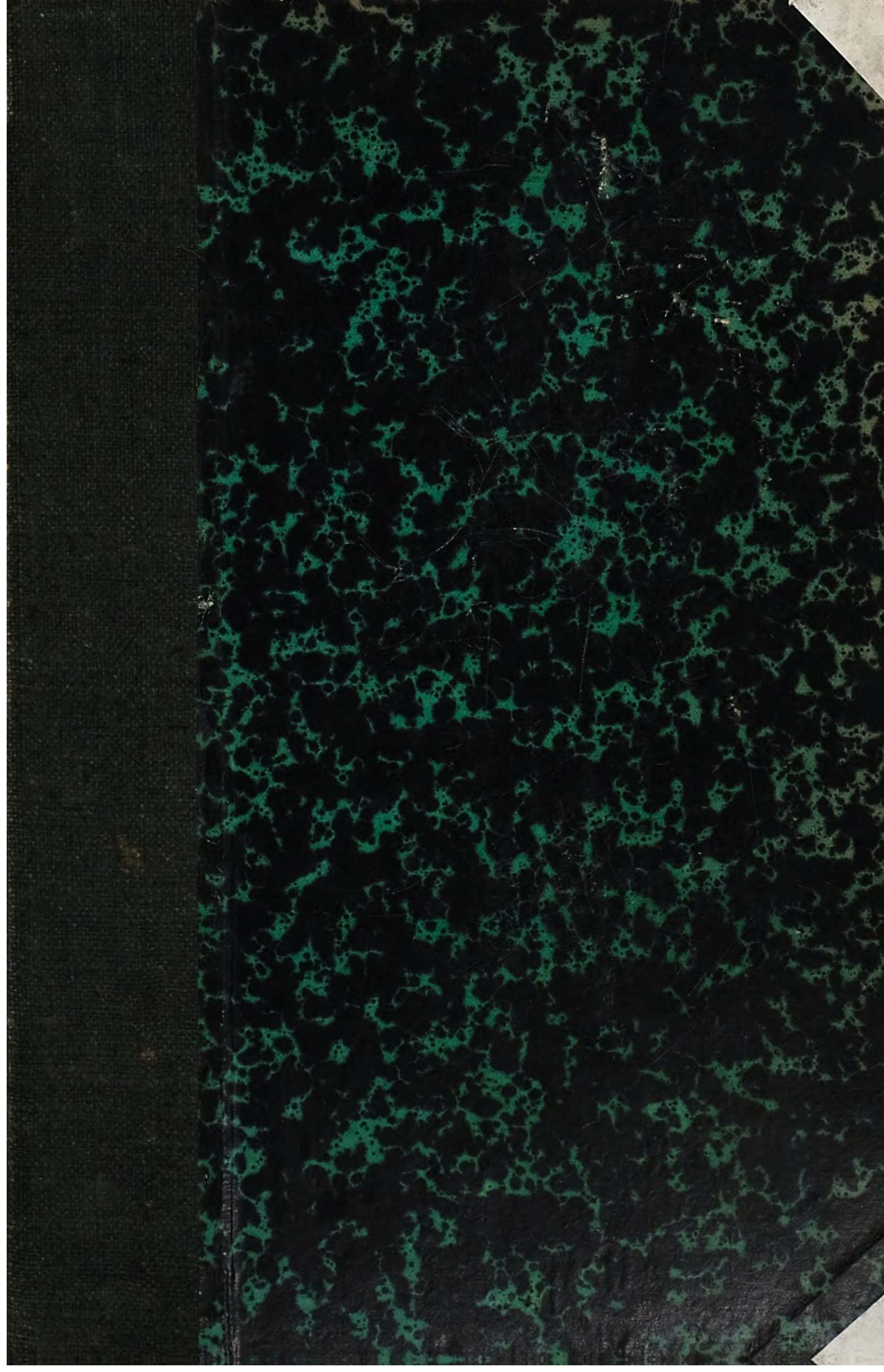




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No. 16

HIGHER EDUCATION IN TENNESSEE

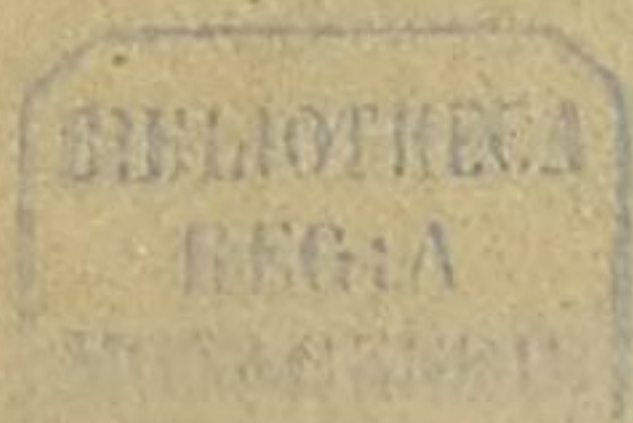
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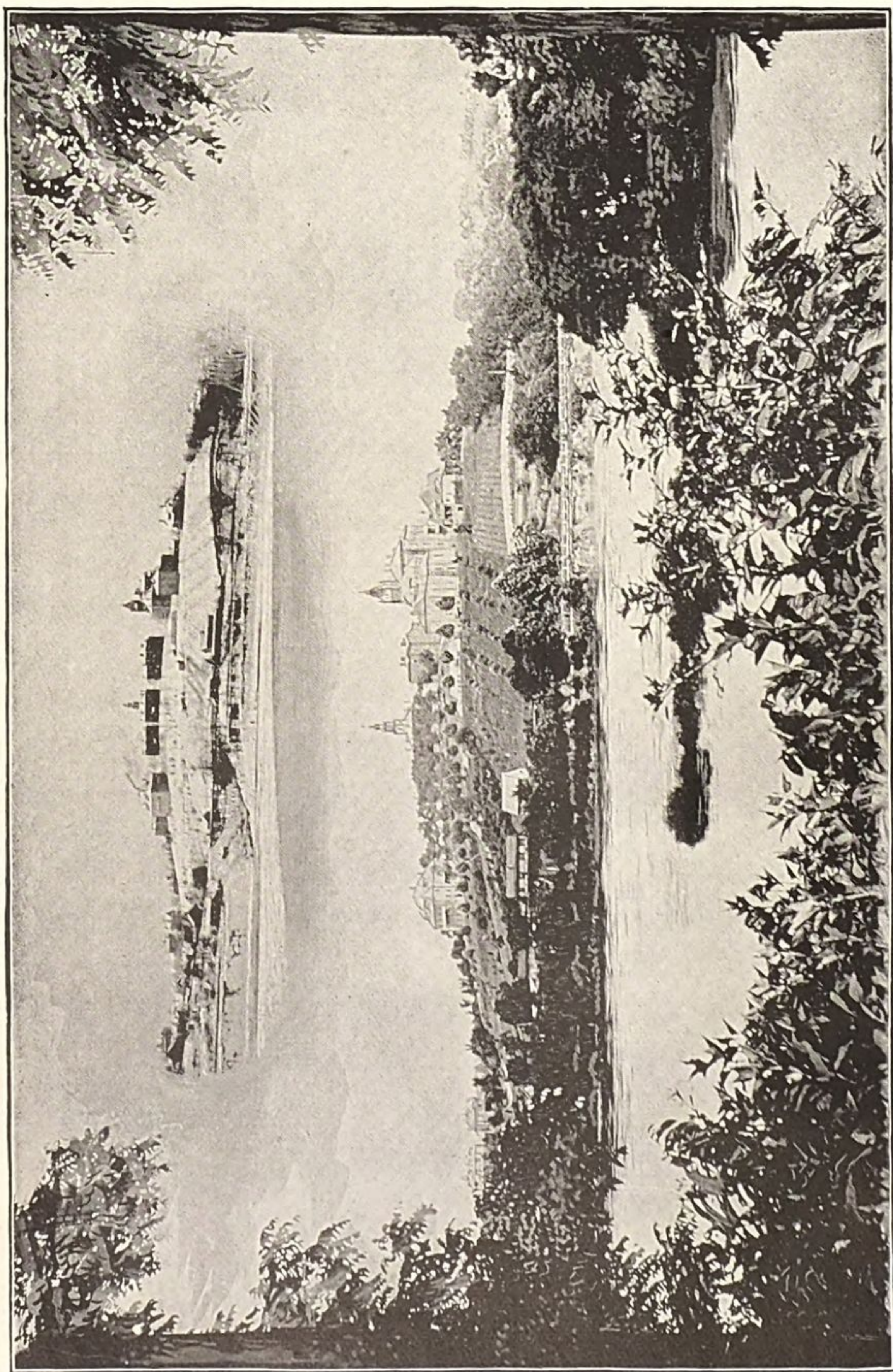
LUCIUS SALISBURY MERRIAM, PH. D.

*Sometime Fellow in Political Economy in Johns Hopkins University;
Instructor in Political Economy in Cornell University.*

WASHINGTON
GOVERNMENT PRINTING OFFICE

1893





SUMMER AND WINTER VIEWS OF THE UNIVERSITY OF TENNESSEE.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., January 3, 1893.

SIR: The accompanying monograph on higher education in Tennessee is one of the series of monographs on education in the various States, edited by Dr. Herbert B. Adams and published by the Bureau of Education. The author is Dr. L. S. Merriam, lately a student and fellow in Johns Hopkins University. For a résumé of higher education in Tennessee I refer you to Chapter I, pages 1-11. The monograph, besides treating of higher education proper, contains also a chapter on the public school system of Tennessee, written by Mr. T. P. Thomas. I respectfully recommend that this monograph be published at the earliest possible date.

W. T. HARRIS,
Commissioner.

Hon. JOHN W. NOBLE,
Secretary of the Interior.

AUTHOR'S PREFATORY NOTE.

I take advantage of this opportunity to express my sense of obligation to Mr. T. C. Karns, professor in the University of Tennessee; Mr. W. P. Trent, professor in the University of the South, and Mr. T. P. Thomas, fellow in Vanderbilt University, for preparing, respectively, the chapters on the University of Tennessee, the University of the South, and the Public School System of Tennessee.

It would be impossible to thank by name all who have rendered assistance or furnished information in the preparation of this monograph. But for the kindly coöperation of these many friends, mostly college officers, it could not have been written. I shall, however, mention two gentlemen by name, Dr. J. Berrien Lindsley, ex-chancellor of the University of Nashville, and Dr. W. M. Baskerville, professor in Vanderbilt University. Dr. Lindsley put at my disposal his very valuable collection of materials on the history of the University of Nashville, besides affording other assistance, and Dr. Baskerville read and corrected my MS. on Vanderbilt University.

For purposes of convenience, bibliographies are appended to the histories of their corresponding institutions instead of being collected in one place at the end of the volume. College announcements and registers are not mentioned, as their use may in general be taken for granted. Neither, of course, are mentioned such sources of information as epistolary correspondence or personal interviews.

L. S. MERRIAM.

JOHNS HOPKINS UNIVERSITY,
December 12, 1891.

BIOGRAPHICAL SKETCH OF THE AUTHOR.

Lucius Salisbury Merriam, the author of the following monograph, was born January 20, 1867. He was drowned in Cayuga Lake, near Ithaca, N. Y., November 18, 1893. The proof sheets of this report were read by him early in the preceding summer. His untimely death was widely mourned by friends and scholars throughout the country, in which he was already favorably known by reason of his able contributions to economic science.

He was educated in the high school at Chattanooga, Tenn.; at Vanderbilt University, where he was graduated in 1889; and at the Johns Hopkins University, where he took the degree of doctor of philosophy in June, 1893. Before coming to Baltimore he held a graduate fellowship at his *alma mater* from 1889 to 1890. When Prof. E. W. Bemis was called from Vanderbilt, in 1892, to the University of Chicago, Merriam was invited to take the chair of economics at Nashville, but he determined to finish his course of graduate study. He held a fellowship in political economy at the Johns Hopkins University from 1892 to 1893. He was regarded by his friends and instructors as one of the most talented, critical, and promising students of economics at the Johns Hopkins University.

While in Baltimore he prepared several scholarly papers for publication: (1) Social Legislation in the United States in 1889 and 1890 (Economic Review, April, 1891); (2) The Appointment of a Receiver for the City of Nashville in 1869 (American Law Review, May-June, 1891); (3) The Theory of Final Utility in its Relation to the Standard of Deferred Payments (Annals of the American Academy, January, 1893); (4) History of Higher Education in Tennessee (U. S. Bureau of Education, 1893).

Of all these papers the present study is probably the most important. It will undoubtedly attract wide attention and prove of great practical value. It is critical and scholarly, like everything which Merriam wrote, and represents the earnest endeavor of an honest student to tell the truth regarding the educational history of Tennessee. There was no unfriendly feeling on Merriam's part toward the higher educational institutions of his State. He was striving for the best interests of higher and secondary education in Tennessee, to which State he was twice invited to return as a professor of history and economics. He was held in the highest esteem at Vanderbilt University and at the University of Tennessee. He accepted an attractive call to teach his own special subjects at Cornell University, Ithaca, N. Y., where, in a few weeks, he won the confidence of the faculty and the admiration of his students.

In an academic memorial of Merriam, published in the Johns Hopkins University Studies in January-February, 1894, President Schurman, of Cornell University, said of this young Tennessean: "I got the impression of a man of earnest purpose, serious character, and transparent honesty." Prof. J. W. Jenks, of Cornell, said: "I fully agree that in losing him we have lost one of the ablest and most promising of the younger economists of the country." Dr. Sidney Sherwood, one of Merriam's instructors at the Johns Hopkins University, said: "I believe he would have achieved much toward the establishment of the system of economic theory looked for by the next generation; a system that is based on economic life and not on metaphysics. His accomplished work, however small in amount, goes to confirm this belief." Prof. John B. Clark, another of Merriam's instructors in Baltimore, said: "I can not even try to describe the charm that his personality had for me.

* * * He made the impression of a man who was destined to be a leader of thought. Originality, analytical power, an accurate judgment, and moral earnestness were his characteristics. He would have entered unexplored fields of research."

Although Merriam's life was suddenly cut short, he made a deep impression upon his friends and pupils in the North as well as at the South. He will be remembered by all who knew him as a young Tennessean of noble character, fine scholarship, and high aims. His devotion to truth for its own sake was perhaps his most conspicuous trait.

The young woman who was drowned with Merriam in Cayuga Lake, at Ithaca, from the capsizing of a row boat, was also a rare type of humanity. She was a South Carolina girl from Laurens County, who had earned her own way from her father's plantation through school and college at Columbia and into the law department of Cornell University. As a school teacher in her native State she had obtained the means of educating a younger sister. By public authority in South Carolina she had been engaged to prepare a report on the industrial education of women. Miss Yeargin, like Dr. Merriam, had finished her educational work, and their labors will doubtless enter into the educational life of the New South.

HERBERT B. ADAMS,
Editor.

CHAPTER I.

GENERAL SURVEY OF HIGHER EDUCATION IN TENNESSEE.

The history of higher education in Tennessee is in the main the history of private initiative and activity. Practically all that has been done by Government for colleges and universities has been done by the United States and not by Tennessee herself.¹ The State has, however, acted as agent of the Federal Government whenever it has extended aid to institutions of learning within her borders.

In 1806, conformably to the spirit in which North Carolina had ceded and the United States had accepted the territory afterwards known as Tennessee, Congress appropriated 100,000 acres of public land in Tennessee to two colleges, one to be established in the eastern, the other in the western part of the State. The same act also appropriated 200,000 acres of land for academies and schools of a lower grade. East Tennessee College, at Knoxville, chartered for the purpose and united with Blount College, and Cumberland College, at Nashville, chartered on the foundation of Davidson Academy, secured the grants for colleges. But, the State being made the administrator and trustee, these institutions realized little from the bounty of Congress, and that little only after the lapse of many years. In the case of the Federal subsidy to found West Tennessee College the State seems to have transmitted promptly the proceeds of land sales.

The name of the University of Tennessee (East Tennessee College became East Tennessee University in 1840 and the University of Tennessee in 1879) would imply that it was a State institution supported by the State. It makes biennial reports to the State superintendent of public instruction, and it is correlated with the public school system. It is a fact not generally known that in 1822 Cumberland College and East Tennessee College came into possession of 60,000 acres of land through the generosity of the State in relinquishing for twenty-eight years her right to tax other thousands of acres belonging to the University of North Carolina.

Exercising the discretion conferred by the constitution (1870) to exempt from taxation such real, personal, or mixed property "as may be held and used for purposes purely religious, charitable, scientific, literary, or educational," the legislature has exempted "all property belonging to any religious, charitable, scientific, literary, or educational institution and actually used for the purposes for which said institution was created" and "all property belonging to public schools, colleges, academies, and other seminaries of learning."²

¹The State has given considerable assistance to normal education.

²Laws of 1883, chapter 105, paragraph 2.

The Peabody Normal College is unique in being, so to speak, the resultant of three forces. It rests on the foundation of the old University of Nashville, enjoying the use of its plant and endowment; and it is further supported and fostered by the State of Tennessee and by the Peabody education fund. That it bids fair to fall heir to that immense fund lends an added interest to the already interesting history of the University of Nashville. For a quarter of a century this institution was raised by Philip Lindsley to a position of paramount influence in Tennessee and the Southwest. Free from the domination of any religious sect and situated in the capital city of the State, at the center of her civil and political life, the University of Nashville stood for Tennessee in her entirety as perhaps no other college has ever done.

Whence have come the funds for the maintenance of colleges and universities? The answer is, chiefly from private purses through the various Christian denominations. The University of Tennessee, West Tennessee College, and the University of Nashville are the only prominent colleges in the history of the State that are not denominational. The Baptists have their Carson and Newman College and their Southwestern Baptist University; the Northern Methodists their U. S. Grant University; the Southern Methodists their Hiwassee College and their Vanderbilt University; the Cumberland Presbyterians their Bethel College and their Cumberland University; the Northern Presbyterians their Greeneville and Tusculum College, their Maryville College, and their Washington College; the Southern Presbyterians their King College and their Southwestern Presbyterian University; the Episcopalians their University of the South; the Roman Catholics their Christian Brothers' College, etc. The largest of these church schools are not the result merely of local effort, but of the combined efforts of their respective churches in several States or parts of several States. Probably a moiety at least of the wealth invested in Tennessee colleges has come from other States. In this regard Tennessee may be called fortunate. The most largely endowed institution in the State, Vanderbilt University, is a notable illustration of this. Established or supported by conferences of the Methodist Episcopal Church South, representing the States of Tennessee, Mississippi, Arkansas, Alabama, and Kentucky, its magnificent foundation was the gift of two citizens of the State of New York.

The negro colleges—Fisk University, Roger Williams University, Central Tennessee College, and Knoxville College—were all established by Northern churches at the close of the civil war. They form a most interesting chapter in the history of Tennessee education. The struggles and self-sacrifice of their founders and their ultimate success are colored with somewhat of heroism and romance. The negro can not hold in too high honor these pioneers in the Christianization and education of his race. Fisk University, the highest grade purely collegiate institution for negroes in the world, was established by the American Missionary Association of the Congregational Church; Knoxville Col-

lege, which has been made the colored department of the University of Tennessee, was founded by the United Presbyterian Church; Roger Williams University owes its creation to the American Baptist Home Mission Society, and Central Tennessee College, with its professional departments and its splendid industrial plant, is the work of the Freedmen's Aid Society of the Methodist Episcopal Church. Besides these higher institutions of learning for negroes there are a number of normal and industrial schools of a lower grade which do not fall within the scope of this monograph. The industrial feature is prominent in all the negro schools. The majority of them receive from the John F. Slater fund appropriations in aid of industrial training.

In spite of these adverse conditions the avowedly preparatory school is making headway in Tennessee. The famous Webb school, formerly at Culleoka, now at Bellbuckle, is the forerunner of others that may ere long boast of equal excellence. In December, 1887, the association of Tennessee colleges and universities was organized, its chief object being to arrive at and maintain a common standard of admission to college. The heads of preparatory schools attend the meetings and join in the deliberations.

Closely connected with the existence of the pseudo college is the evil of indiscriminate conferring of degrees. But the pseudo college is not the only offender. The better class of institutions are some of them so generous with their degrees, at least with their honorary degrees, that academic honors have become a cheap commodity in Tennessee.¹

The smaller colleges of the State are almost always open to females as well as males; and of the larger ones, the Peabody Normal College, the U. S. Grant University, and the Southwestern Baptist University admit women.² But coeducation is not an accepted policy in Tennessee. Of the institutions treated in this monograph the following are coeducational: U. S. Grant University, Southwestern Baptist University, Peabody Normal College, Bethel College, Carson and Newman College, Winchester Normal, Greeneville and Tusculum College, Maryville College, Milligan College, Lookout Mountain Educational Institution (discontinued), Washington College, and all the colleges for negroes.

The war period forms an interregnum; it makes a break in the history of Tennessee education. So bold is the landmark that it might well be used to reckon time from. There was scarcely a college but had to close its doors, some never to open them again. Sometimes everything was swept away; and again only the bare walls were left. The schools that escaped unscathed were few. But what made it especially difficult for the colleges to regain their footing, if indeed they were able to regain it at all, was that the people and the country had suffered as much as themselves. The sources had dried up.

¹See "Honorary Degrees as Conferred in American Colleges," a paper read before the National Educational Association, July, 1889, by Charles Forster Smith.

²Some few women may usually be found in one or more classes of the Vanderbilt University, but they are not technically students. See Chapter IV.

CHAPTER II.

THE UNIVERSITY OF NASHVILLE.

DAVIDSON ACADEMY.

Two names are inseparably associated with the founding and early history of Davidson Academy—James Robertson and Thomas B. Craighead. Both were North Carolinians by birth and Scotch-Irish by descent. Robertson was a pioneer. As soon as the Watauga settlements were firmly established and their future existence assured, he left them in order to lead still further westward the advance guard of civilization. The stations on the Cumberland became the second great center of colonization for Tennessee as those on the Watauga were the first. "Thomas B. Craighead was the son of Rev. Alexander Craighead, the man who first, in 1749, gave voice in Pennsylvania to the growing desire for independence, incurred the hostility of His Majesty's magistrates and the censures of the synod, and, emigrating to North Carolina, instilled the principles which bore fruit in the [now discredited] Mecklenburg Declaration of Independence." Young Craighead graduated from Princeton in 1775, in the same class with Dr. Brevard, the reputed author of the Mecklenburg declaration. Knowing the atmosphere which Craighead breathed in his youth, we need not be surprised that in after life he showed the same independence of character that marked his father and his classmate.

Craighead was ordained a Presbyterian minister in 1780, and after preaching awhile in his native State "removed with the pioneers of those days to Kentucky." Early in 1785 he came to Nashville and soon took up his permanent residence at Spring Hill, in the suburbs of the little town of Haysboro, 6 miles east of Nashville, on the road leading to Gallatin. Here was built for him the Spring Hill meeting house, a rough stone structure about 24 by 30 feet.

On December 29, 1785, Gen. James Robertson, who, with Col. William Polk, represented Davidson County in the North Carolina legislature, secured the passage of a bill for the establishment of Davidson Academy. Its trustees were Rev. Thomas B. Craighead, Hugh Williamson, Daniel Smith, William Polk, Anthony Bledsoe, Lardner Clarke, Ephraim McLean, Robert Hays, and James Robertson; and it was enacted "that no lands, tenements, or hereditaments which" might "be vested in the trustees of the Academy of Davidson, for the sole use

and behoof of the said academy," should "be subject to any tax for the space of ninety-nine years." North Carolina still further showed her generosity by endowing her new creation with 240 acres of land immediately adjoining the town of Nashville on the south. One of the first actions taken by the trustees was to order two of their number to attend, in conjunction with the town authorities, to surveying this land and separating it from the town lands.

The most significant part of the act creating Davidson Academy is that part of the preamble which reads, "As it is the indispensable duty of every legislature to consult the happiness of a rising generation and fit them for an honorable discharge of the social duties of life." These first settlers recognized the importance of education to their children and their children's children. They seemed to realize that they were building for the future. The fact that the most prominent men in the community were incorporators and trustees of Davidson Academy is proof that it held a large place in the popular mind. Pride in it was part of the local patriotism. It represented no religious sect and no political party. When political feeling was running high in the time of the Alien and Sedition Laws and the Kentucky and Virginia Resolutions, a rival institution, the "Federal Seminary," sprang up. But a reconciliation was effected, the new school was merged in the old, and political enemies were soon pulling together like "wheel horses."

At the first meeting of the trustees, August 19, 1786, Rev. Thomas B. Craighead was elected president. In the minutes of September 25 we read: "Ordered that the tuition for each student be at the rate of £4 per annum to be paid in hard money or other money of that value." (The tuition was soon afterwards raised to £5.) "Ordered that Spring Hill meeting house be the place where the school be taught." Here, accordingly, for twenty years or more Mr. Craighead taught. If he had any assistants the records do not show it. "That old stone church was a monument of early date—the oldest church and schoolhouse in middle Tennessee. It was the house of worship and education—the cradle of Nashville University. The children were taught in it during the week; the parents, children, and servants on the Lord's day. Mr. Craighead was the patron of learning, the teacher of youth, the counsellor and instructor of the aged." The Spring Hill meeting house is no longer standing. It was torn down many years ago and the Gallatin turnpike runs through its site. The remains of Mr. Craighead lie in the old churchyard near by.

The trustees of the academy administered its affairs with scrupulous care, even to the minutest details. The records of their meetings afford quaint and interesting reading. A ferry, established as early as 1786 just above what is now Broad street, was the source of some income and of much annoyance, until it was sold in 1813. When Davidson Academy had expanded into a college and felt the need of a large income, it was charged that its patrimony of 240 acres of land had

been frittered away or sold for a song. Of course, had the land been kept out of the market for a number of years, it would have brought a high price. But at that time Nashville had a very small population, only 400 in 1803, and there was no premonition of its becoming the capital and chief city of the State. Besides, the trustees had in some way to obtain funds to pay the expenses of the school. The academy lands were rented or leased and some of them sold for small sums until 1803, when all but 7 acres were sold in small lots at auction. It was at this time that Broad street was laid off and given to the city. On the 7 acres reserved from sale the college buildings were afterwards erected. It has been estimated that the institution received all told in rents and purchase money about \$20,000 for its first endowment of land. Part of this sum was used in constructing buildings in 1805-1808.

October 10, 1791, Andrew Jackson was elected a trustee to fill the vacancy caused by the removal of Col. William Polk to what is now Maury County. Both Andrew Jackson and James Robertson resigned in 1805. We find the origin of the library in an entry of March 4, 1794, that a committee was appointed to collect debts and purchase books for the use of the academy.

On April 5, 1796, the Territorial legislature passed an act appointing three auditors and ten new trustees in place of the old trustees. If the old board should refuse to account to the auditors, suits were to be instituted against it. We do not know the reason for this summary and high-handed treatment, but we do know that the old trustees refused to vacate their places and that two years after the passage of the act they appointed Craighead and Jackson a committee to draft a memorial to the legislature for the repeal of the act.

There was one part of the act, however, with which the board of trustees had already resolved to comply. It was the last section and ran in these words:

Be it enacted, That the buildings of the said academy shall be erected on the most convenient situation on the hill immediately above Nashville and near to the road leading to Buchanan's Mill; and that the trustees aforesaid shall proceed to erect buildings and employ tutors to proceed to the business of instruction as soon as the funds will permit.

In 1786 Sumner County had been created out of a part of Davidson County. It is an evidence of the pride and interest taken in the academy that in 1802 the inhabitants of Sumner set up a claim to it. The matter was decided by subscriptions. Nashville's citizens responded more liberally than did those of Montpelier, the rival town in Sumner, and the academy was not moved. The trustees thereupon resolved to erect a building agreeably to the act of 1796, and Gen. Robertson and Gen. Jackson were appointed to superintend the construction. But, delays occurring, work did not begin till 1805, and was not finished till 1808, when Davidson Academy had become Cumberland College. The structure was of brick, and when finally completed was three

stories high and 70 feet long by 40½ feet wide. It cost \$12,240. We now come to a new period in the history of Nashville University.

CUMBERLAND COLLEGE.

The legislature of Tennessee passed an act in 1803 converting Davidson Academy into Davidson College. At a meeting of trustees, January 19, 1804, it was decided unanimously, "after mature deliberation, and taking the opinion of counsel learned in the law," not to accept this change in their charter. Craighead and Smith were appointed a committee to memorialize the legislature, "setting forth the ill effects of their late law and its illegality, as the trustees were advised." But something soon occurred that made the trustees as desirous to become a college as they had been before to remain an academy.

In ceding to the United States the territory which subsequently became the State of Tennessee North Carolina stipulated that the inhabitants of said territory "should enjoy all the privileges, benefits, and advantages" guaranteed to the inhabitants of the Northwest Territory in the celebrated ordinance of 1787. One of these guaranties was: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." In compliance with these conditions of cession Congress passed an act April 18, 1806, granting certain public lands to the State of Tennessee for educational purposes. These lands were to be located south of the French Broad and Holston Rivers and west of the Big Pigeon River—100,000 acres for the benefit of academies, one in each county in the State, and 100,000 acres for the benefit of two colleges, one-half to each, to be established in East and West Tennessee, respectively. Also "six hundred and forty acres were required to be located for every six square miles in the territory ceded to the State of Tennessee to be appropriated to the use of schools for the instruction of children forever." When this act was passed there was no college in West Tennessee and the trustees of Davidson Academy at once petitioned the legislature to convert their academy into a college. The petition was acceded to and on September 11, 1806, Cumberland College was chartered on the foundation of Davidson Academy. A board of nineteen trustees was incorporated, in whom was vested the control of all the property of Davidson Academy, together with one moiety of the Congressional grant to colleges. We shall see in the course of this history how the expectations raised by the munificence of the Federal Government were disappointed again and again. The Congressional grant had a lasting effect upon the history of the University of Nashville. Without the alluring prospect of governmental aid the trustees of Davidson Academy might have resisted, as they did the first one, all attempts to enlarge the scope and raise the standard of their school. With it they conceived hopes and projected plans that at last culminated in the University of Nashville.

Cumberland College opened its doors September 1, 1807. Thomas B. Craighead had been elected president in the preceding July. He served until October, 1809, when he resigned, and Dr. James Priestley was elected. He continued one of the board of trustees until 1813, at which time his connection with the institution ceased. For twenty-three years he was its head, and for twenty years its only teacher. Dr. Philip Lindsley's favorite theory that the university is the source of educational impulse and activity certainly finds verification in the history of Tennessee. From the colleges and universities of the older States, chiefly Princeton, came the pioneers of education in Tennessee, Doak, Carrick, Balch, Craighead, and later Lindsley himself, from whom for a quarter of a century emanated an influence that was felt throughout the whole Southwest. Craighead's independence of thought led him to differ from his church on some doctrinal point. He was suspended from the ministry during the whole period from 1810 to 1822, though, as his father before him had done in similar circumstances, he preached occasionally. "It was not until 1824, the year in which he died, that he was wholly relieved from church censure and reinstated in the ministry." Possibly he did something towards giving Cumberland College and Nashville University that nonsectarian stamp which Philip Lindsley afterwards so strongly impressed upon it. The legislature enacted in 1809 that "no ordinance, rule, or by-laws shall ever be made or entered into so as to give a preference to any one denomination of Christians."

The administration of Dr. James Priestley began in January, 1810. The faculty was composed of himself and the Rev. William Hume as professors and of George Martin as tutor in the preparatory department. This constituted the teaching force until the suspension of college exercises in 1816. Lack of means caused the suspension. In order to ascertain the character of the instruction given by Hume and Priestley we have only to turn to the list of their graduates. It contains such names as those of John Bell and Ephraim H. Foster, United States Senators, and Constantine Perkins, George W. Owen, and Edward D. White, members of the lower House of Congress. The first degrees conferred were in 1813, and the whole number of graduates until the suspension of the college in 1816 was 19. William Hume is an interesting figure in the history of those early times. Born in Scotland and educated at the University of Edinburgh, he came to this country in 1801 as a missionary of the Secession Presbyterian Church. He first went to Kentucky, but soon after settled in Nashville. Here he lived as preacher and teacher till his death in 1833. From 1808 to 1816 he was professor of languages in Cumberland College. After the close of the college in the latter year he taught a grammar school in the college building—just how long is not known. In 1820 he became principal of Nashville Female Academy and filled the position until his death. His connection with Cumberland College and Nashville University never wholly ceased. After its resuscitation

in 1822 he was elected a trustee and remained on the board during the rest of his life.

Dr. Hume was a scholarly man and an able teacher. But it was as "the good man of Nashville" that he was most widely known. He had more than the common share of gentleness and amiability. His native kindness of heart and noble self-denial won for him the unalloyed respect and love of the whole community. On the stone above his grave are written the words: "In testimony of their affectionate gratitude and profound respect the citizens of Nashville have erected this simple monument, under the deep conviction that the memory of his virtues and active goodness will be cherished long after this sepulchral tablet will be obliterated and forgotten." His son, Alfred Hume, enjoyed perhaps a higher reputation as a teacher than his father. When Nashville decided in 1852 to establish public schools, he was appointed to visit other cities and examine their systems. He did so, and his report thereon was accepted and made the basis of the present public school system of Nashville. The Hume School was so named in his honor. The scholarly tastes of old William Hume are perpetuated in his descendants. A great grandson is professor of mathematics in one of our Southern State universities.

In November, 1819, Mr. M. Stevens opened a grammar school in the college building. Two years later he moved into a building of his own. And now, after a lapse of six years, Cumberland College resumed operations with its former president, Dr. James Priestley, at its head. But Dr. Priestley's death, on the 6th of February, 1821, again thwarted the plans of the trustees. Nevertheless, instruction in the lower branches continued to be given.

We have now come to the brightest period in the annals of the University of Nashville—the period of Philip Lindsley's administration. For the next twenty-five years this educator, whose own fame was not confined to a section, gave to the University of Nashville a national reputation. The trustees seem to have waked from their lethargy and for the first time, perhaps, to have realized the importance of their trust. The ever-present hope of succor from the sale of the East Tennessee lands granted by Congress was a powerful incentive in this new movement. A petition for help was sent broadcast through the State, and agents were appointed in every county to receive subscriptions. They were so far successful that the trustees of the college were enabled to enlarge the main building and to erect new ones. In 1822 and again in 1823 Dr. Lindsley was called to the presidency of the college, but in both instances he refused to accept. The board of trustees called him again May 12, 1824, and this time, after first visiting Nashville, he consented to come.

PHILIP LINDSLEY.

"Philip Lindsley was born December 21, 1786, near Morristown, N. J. His parents were both of English extraction, the Lindsleys and

Condicts being among the earliest settlers of Morristown and influential Whigs of the Revolution. His early youth was spent in his father's family at Basking Ridge, N. J., and in his thirteenth year he entered the academy of the Rev. Robert Finley of that place, with whom he continued nearly three years. He entered the junior class of the College of New Jersey in November, 1802, and was graduated in September, 1804. After graduating he became an assistant teacher, first in Mr. Steven's school, at Morristown, and then in Mr. Finley's, at Basking Ridge. He resigned his place with the latter in 1807, and about the same time became a member of Mr. Finley's church and a candidate for the ministry under the care of the Presbytery. He was then for two years Latin and Greek tutor in the college at Princeton, where he devoted himself to the study of theology, chiefly under the direction of its president, Dr. Samuel Stanhope Smith. On the 24th of April, 1810, he was licensed to preach the gospel by the Presbytery of New Brunswick.

"Continuing his theological studies during the next two years, and also preaching awhile at Newton, Long Island, where he declined overtures for a settlement, he made an excursion into Virginia, and afterward to New England, and in November, 1812, returned to Princeton in the capacity of senior tutor in the college. In 1813 he was transferred from the tutorship to the professorship of languages, and at the same time was chosen secretary of the board of trustees. He also held the office of librarian and inspector of the college during his connection with the institution. In October of this year he was married to Margaret Elizabeth, daughter of the Hon. Nathaniel Lawrence, attorney-general of the State of New York.

"In 1817 he was twice chosen president of Transylvania University, Kentucky, but in both instances declined. In the same year he was ordained, *sine titulo*, by the Presbytery of New Brunswick, and was also elected vice-president of the College of New Jersey. In 1822, after Dr. Green's resignation, he was for one year its acting president." Dr. Lindsley was now sought for to fill the presidencies of various colleges. During the course of his lifetime he received calls from Ohio University, Transylvania University, University of Alabama, College of Louisiana, Dickinson College, University of Pennsylvania, and others. But doubtless the hardest to reject was the call in 1823 to the presidency of Princeton. It required no little force of will and steadfastness of purpose to turn his back on his *alma mater*, the college with which he had so long been connected and which was, moreover, one of the three greatest institutions of learning in the United States, in order to go to a small college in the Southwest, not known beyond the limits of the State in which it was situated. He would not have come "but for the assurance given that Cumberland College had a foundation of at least \$100,000, the donation of the mother State through the national Congress and guaranteed by the general assembly of the State of Tennes-

see." His purpose was to build up a great university that should be to the South and West what Harvard, Yale, and Princeton were to the North and East. That he partially failed was no fault of his. His plans were large, his conceptions were noble, and he did his part to realize them. He had believed that State and people would rally round their own university and that patriotic pride would not suffer it to fall below any in the land. He says in his baccalaureate address of October 7, 1829: "I did once flatter myself that the people of Tennessee would rally round this infant seat of science and take a just pride in its growth and prosperity. I did suppose that they would cherish an institution of their own, established in their own flourishing metropolis," etc.

In his inaugural address, delivered January 12, 1825, he projects his plan of a university: "We hope to see the day, or that our successors will see it, when in Cumberland College, or in the University of Nashville,¹ shall be found such an array of able professors, such libraries and apparatus, such cabinets of curiosities and of natural history, such botanical gardens, astronomical observatories, and chemical laboratories as shall secure to the student every advantage which the oldest and noblest European institution can boast, so that no branch of experimental or physical, of moral or political science, or of ancient and modern language and literature shall be neglected. Let us aim at perfection, however slowly we may advance towards the goal of our wishes." Again and again did he picture to his hearers his ideal university and present it to them as the noblest object their ambition could have. When there was no longer hope of State aid or of private munificence, he turned to the young men whom he had trained as the future mainstay of the university: "Where, then, is the ground of our hopes and of our encouragement? It is in the growing strength and moral influence of our own enlightened, loyal, and patriotic sons. * * * It is in them, under the propitious smiles and overruling Providence of the Most High, that we place our confidence and garner up our soul's fondest aspirations. * * * We say, or rather let the university proudly say, 'These are our sons. We send them forth into the world, and by the world's spontaneous verdict upon their training and their bearing will we abide.'" As he proceeds his faith grows triumphant. "Our faith is strong, unwavering, invincible; and our purpose to persevere in the good work which has thus far been signally prospered in the midst of every species of hindrance and discouragement, can not be shaken. The tongue which now speaks our high resolve and bids defiance to scrutiny, to prejudice, to jealousy, to cowardice, to calumny, to malevolence may be silent in the tomb long ere the glorious victory shall be achieved. But we, the university, live forever, and generations yet unborn shall rejoice in our triumphs and pronounce the eulogium which our labors will have nobly won." His confidence in his pupils

¹ Cumberland College became the University of Nashville November 27, 1826.

was not misplaced. No college can show a list of alumni who have taken higher rank in public and in private life. Says Phelan: "It was remarked that at one time there were twenty-eight members of the United States House of Representatives who had graduated at that institution." The loyalty of the alumni does not grow less with the flight of years. A stranger in Nashville, if he mingles with the older inhabitants, will soon hear of the "Old University." Philip Lindsley still lives in the minds and hearts of his pupils. The dignified, the classic Lindsley was loved as well as respected. Judge John D. Phelan, when a gray-haired old man, thus recalls an interview he had with him, apropos of some college prank and its punishment: "With many other kind words and in the most tender and fatherly manner he dismissed me. Oh, the healing balm of that sweet interview. I see him now. I love him and I live in the blessed faith that I am yet to see him again, face to face, with other loved ones that are now only lost to mortal sight.

'My Father's house on high,
Home of my soul, how near.
At times by Faith's aspiring eye
Thy golden gates appear.'

Again, Judge Phelan says: "This man was worshiped, adored by our fellows, at least by all the more thoughtful." His teaching was inspiring, ennobling. He was wont to lead young men to some lofty height and point them to the life of the spirit beyond. Says an old pupil: "He possessed, beyond most men, incomparably beyond all men ever known to your speaker, that highest faculty of the teacher—the power to inspire the youthful mind with a just appreciation of truth, of the purposes and ends of life. May his declining years be as full of bright prospects beyond as he has made many a young life full of generous ambition and of an almost romantic love of the beautiful and true."

It was chiefly through his baccalaureate addresses that Dr. Lindsley reached and influenced the world that lay without the college walls. These addresses were delivered to large audiences, and then printed in pamphlet form and distributed through the mails. He was in touch with the times, and this was one secret of his success as a speaker. He was accorded that respect by the public which a man should always receive whom wide learning and extended observation have specially adapted to form wise judgments. He spoke with great earnestness, was a man of strong convictions, and did not hesitate to express them. His style was clear, forceful, cumulative. He had a copious vocabulary and a discriminating command of synonyms that obviated the harshness of repetition. A dignified bearing lent weight to his words. "His personal appearance was exceedingly fine. It might be called commanding, though he was slender and not above the medium stature. His form was perfectly erect and symmetrical. His features were chiseled after the finest Grecian mold. He had full black hair and a spa-

cious forehead of almost marble smoothness. His dark, penetrating eye flashed with indescribable emotion as he spoke, while his whole frame seemed to dilate and rise with majesty. His voice was rich and musical alike in its highest and in its lowest notes, and there was a peculiar play of expression about the mouth indicative of decision and conscious mental power which no painter's art could ever catch. All these outward gifts, aside from his rare intellectual gifts and attainments, contributed to make him attractive and eloquent."

His addresses were almost invariably upon education. Even his sermons bore upon it. He never tired of it. He had given his life to it and it filled his life. But the term as used by him had no narrow signification. The difference between the new-born babe and the full-grown man is merely one of education. Education is almost synonymous with acquisition. It comprises every step, every process in a man's physical, intellectual, and moral development. No kind of knowledge is to be despised. Our minds are to be cultivated to the furthest extent. If it were not so God would not have created in us such vast possibilities. "Educate your son in the best manner possible, because you expect him to be a man and not a horse or an ox." As for himself he held that "learning was the birthright of man." But he had a whole storehouse of utilitarian arguments to use in converting the multitude to his views. To the demagogic plea of the enemies of the university in Tennessee, that colleges are for the exclusive benefit of the rich, he made the counter assertion, "Colleges are the genuine levelers of all distinctions created by mere wealth." He saw that farmers and mechanics, forming, as they do, a majority of the electors, would be the governing power in the state if they were only more intelligent. Therefore none should welcome education more heartily than they.

The plea for higher education that we find oftenest in Dr. Lindsley's addresses is that intelligence is necessary to the preservation of the Republic. He never wearies of descanting upon the high intelligence of the founders of our Government; and he conceived that the only way to preserve the essence as well as the name of Republic was by a universal diffusion of knowledge, for "a republican government may be as unjust, as arbitrary, as oppressive, and despotic as any absolute monarchy upon the earth." "A grossly ignorant people will be slaves even under the purest republican system." "A well-instructed people can not be enslaved, be the nominal form of government what it may."

In the same spirit Dr. Lindsley reviews the history of all civilized nations, ancient and modern, and reaches the conclusion that "civilization and the university [meaning some system for the cultivation of the mind and the preservation of knowledge] have stood or fallen together. They have never been divorced. They were created together, and amidst all the changes and revolutions of human governments and religions they have dwelt together in peace and harmony." The university has been "the great conservative principle of civilization, of truth,

virtue, learning, liberty, religion, and good government among mankind." The university, or highest school, is the source whence emanate all the forces that make for intelligence. It is the central sun. Hence it is folly to attempt to keep alive a system of primary and grammar schools without it. The higher school is necessary to the existence of the lower, if for no other reason than to supply it with teachers.

Dr. Lindsley thought that teaching would never attract the best talent until it was looked upon differently by the public, until it was put on a par with other callings in respectability and remuneration. He contended boldly for the dignity of his profession and challenged any man to show in what regard it was not among the most respectable and honorable. He never yielded one jot or tittle to other professions. He exalted and ennobled teaching and, in general, lent dignity to all intellectual pursuits. The effect of the noble stand taken by him was felt in the impulse given to education in Tennessee and other Southern States. So many schools sprang up as finally to cripple seriously the mother school, whence had spread this influence.

Dr. Lindsley was an advocate of manual training. He would have attached to schools of all grades—grammar school, academy, college—farms and workshops. These farms and workshops would serve a threefold purpose: They would furnish needed exercise, they would be useful in teaching trades, and they would give poor boys an opportunity of making a living. These ideas formed part of Dr. Lindsley's plan for the University of Nashville, but they were never realized.

We have seen that Davidson Academy and Cumberland College were nonsectarian and undenominational. So was their successor, the University of Nashville. Dr. Lindsley said in 1837: "No attempt has ever been made to proselyte a single youth to any faith, political or religious. We all profess to be Christians and republicans, and we fain would have our pupils to be honest Christians and consistent republicans. This is the utmost of our aim in all our labors, instructions, and exhortations so far as politics and religion are in question." He had no patience whatever with church schools unless they openly avowed their sectarian character and aims. His denunciation of such schools is most vehement, sometimes transcending the bounds of perfect candor and justice. He did not see why colleges should be denominational any more than penitentiaries and banks. The secret of this attitude was no doubt his own broad Christian charity. The growth of denominational schools was a chief cause of the suspension of the University of Nashville in 1850. When Dr. Lindsley assumed the presidency of Cumberland College in 1825 there were no similar institutions in actual operation within 200 miles of Nashville. In 1848 there were thirty or more within that distance and nine within 50 miles of the city, the majority of them being denominational schools.

Philip Lindsley was a man of broad views. This is shown in the

catholicity of his sentiments and in the wide range of his learning. He viewed every subject in the perspective of extensive knowledge. And yet, though he has been dead only thirty-six years, it is patent to us of to-day that he lived in an age that is past, that he was without the light which is shed by the most recent research and discovery in history, archæology, and science.

Cumberland College was reopened in November, 1824. On account of illness in his family Dr. Lindsley did not arrive until December 24. He was inaugurated with great display January 12, 1825. His inaugural was the first of many addresses of a similar character delivered in the years that followed.

We have already seen the plans projected and the ideals conceived in the brain of Dr. Lindsley. We have seen, too, some of the causes that prevented their full consummation. It was partly to be in harmony with the larger scope and wider usefulness designed for Cumberland College, partly to distinguish it from a college of the same name in Kentucky, that the

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was chartered November 27, 1826, on the foundation of Cumberland College. In their petition to the general assembly the board of trustees prayed that Cumberland College might be changed to the "University of Tennessee," but such jealous opposition was shown that they substituted for the words "University of Tennessee" the words "University of Nashville." The university received stronger support from the people of Nashville and Tennessee during the earlier than during the later years of Dr. Lindsley's administration. It was not long before local and denominational jealousy and prejudice were aroused and the multiplication of petty colleges began to trench upon the patronage of Nashville University.

The faculty at first was small, consisting of Dr. Lindsley, one professor, and two tutors. The professor was George W. McGehee; the tutors, George Martin and Nathaniel Cross. Dr. Lindsley taught belles-lettres and political, moral, and mental philosophy; Prof. McGehee taught mathematics and natural philosophy. The trustees when Dr. Lindsley took charge of affairs were: James Winchester, Robert C. Foster, sr., David McGavock, Nicholas T. Perkins, John McNairy, Felix Grundy, Felix Robertson, Elihu S. Hall, Michael Campbell, Jesse Wharton, James Roane, Alfred Balch, Andrew Hays, Henry Crabb, William Hume, Ephraim H. Foster, Charles I. Love, John Bell, Francis B. Fogg, James Overton, Nathan Ewing, John Catron, William L. Brown, and Leonard P. Cheatham. To these should be added William Carroll, governor of Tennessee, and *ex officio* trustee of the university. To one familiar with the history of Tennessee it is needless to dwell upon the famous names in this list, and some of them were known not to the State alone, but to the nation.

Among those who became trustees while Lindsley was president were John M. Bass, Washington Barrow, Edwin H. Ewing, George W. Campbell, and Andrew Jackson. Jackson was elected in 1826 and remained on the board until his death, in 1845. Before his election to the Presidency of the United States he was tolerably regular in attending meetings, and the minutes of the board record his presence two or three times after he became President, but no comment is made. In 1824 the general assembly of Tennessee passed a law directing that there should be twenty-two trustees, and that vacancies should be filled by the board itself, but that its nominations should be subject to the approval of the assembly. The trustees accepted this as a part of their charter, but the assembly seems never to have availed itself of the privilege of rejecting their nominations.

When the college resumed operations in the latter part of 1824 "there remained of the apparatus only a pair of small globes and a damaged air-pump." "Of the old library there were on hand about 100 volumes." But Dr. Lindsley brought from the East about 1,500 volumes obtained by gift or purchase, and \$6,000 worth of apparatus were bought in Europe. In 1850 the number of volumes entered in the catalogues of the libraries of the university and of the two literary societies amounted to 10,207. The facilities for teaching the sciences became in time quite ample, including the mineralogical cabinet of Dr. Gerard Troost, which consisted of upwards of 20,000 specimens and was considered one of the finest in the United States.

The number of students in attendance at any one time during this period, 1824 to 1850, ranged from 35 to 126, the latter number being reached in 1836. The total number of new students matriculated in the regular college classes from 1825 to 1849, inclusive, was 1,059. The total number of graduates between 1825 and 1850, inclusive, was 411. It is worthy of note how large a proportion of those who entered college remained until they graduated. We see from these figures that the University of Nashville was never a large school under Dr. Lindsley's administration. In point of numbers it compared unfavorably with many Western and Southern colleges. But it must be remembered that these colleges had, most of them, their preparatory departments, and that their preparatory students were put down in their catalogues as college students. And to this it may be added that many students did not come to the university before they were prepared to enter the junior class.¹ In 1828, and again in 1843, it was decided to create a preparatory department in the university, but it was never done. The policy was followed, however, of recognizing and approving preparatory schools of a high order.

The degree of bachelor of arts was conferred on completion of the

¹ A committee of the trustees, who prepared a sketch of the university in 1850, stated that usually two-thirds of the whole number of students were members of the junior and senior classes.

regular college course of four years. Upon application and the payment of a fee, bachelors of three years' standing were admitted to the degree of master of arts. After 1831 the payment of a fee was not required. This way of giving the master's degree is still in vogue in many reputable institutions. Another custom which is liable to much abuse was the bestowal of honorary degrees. From 1825 to 1850 sixty such degrees were conferred.

There were two terms in the school year and two vacations of five and a half weeks each. The winter term ended the first Wednesday in April and the summer term the first Wednesday in October. The latter date was commencement day and the close of the school year. Public examinations lasting usually seven or eight days were held at the close of each term.

The giving of prizes as rewards for scholarship was discarded. Dr. Lindsley thus testifies to the good results of the innovation: "A much larger proportion of every class become good scholars, and much greater peace, harmony, contentment, order, industry, and moral decorum prevail than it has been my lot to remark at seminaries east of the mountains."

The college buildings at this time were: (1) Cumberland Hall, the old college building enlarged. It was three stories high, had a length of 180 feet and an average width of 49 feet, and extended toward Market street on the east and Cherry street on the west. Besides the chapel, the halls of the two literary societies, and class rooms, it contained forty-four rooms for students. It was torn down in 1849-50 to make way for the extension of College street. (2) "The steward's house and refectory, built in 1823, two stories high, $56\frac{1}{4}$ feet long by 42 wide." (3) "Laboratory, built in 1826, one story high, 90 feet long by $37\frac{1}{2}$ feet wide." (4) "President's house, built in 1827-28, two stories high, front $54\frac{3}{4}$ feet by $43\frac{1}{2}$ feet rear; kitchen and offices extending back $46\frac{1}{2}$ feet by $21\frac{1}{3}$, also two stories high." (5) "East wing—so called as the first of a series of buildings then contemplated"—fronted "on Market street 76 feet and towards the city $45\frac{1}{2}$ feet." It was three stories high and contained "twelve dormitories, or studies, and six large rooms for library, apparatus, lectures, and recitations." It was built in 1837-39. When the college site was changed in 1850 it survived the general wreck, becoming the home of the newly created medical department. All these buildings were of brick, with stone foundations.

Students who did not live at home, with relatives, or in private families designated by their parents or guardians, were required to room in the college buildings and to board with the steward. Expenses were less than at Eastern colleges. In 1825 the tuition fee was \$50 per year; room rent, \$4; library fee, \$4; servants' wages, \$4; and general repairs, \$2. The matriculation fee was \$5, payable only by new students. Board with the steward cost about \$2 per week. The student furnished

his room and paid for fuel and washing. The laws of the university forbade the keeping of carriages, dogs, or servants, and in general discouraged extravagance and unnecessary expenditure. A close supervision was exercised over the life and habits of students. We find in the laws an evidence of the nonsectarian but strongly religious spirit that characterized the policy of the university. The instructors were admonished to avoid as far as possible all controverted points in Christianity. At the same time any student who should avow or propagate principles subversive of morality or religion was declared liable to admonition, suspension, or expulsion. Poor boys studying for the ministry, whatever might be their denomination, were admitted to the university on the payment of half the regular fees. In 1849 the board of trustees ordered that any student unable to pay the fees should be admitted free of charge.

The faculty was generally made up of the president, a professor of mathematics and natural philosophy, a professor of chemistry, mineralogy, and geology, a professor of ancient languages, and one or two tutors. During four years of the period there was a professor of modern languages, and during three years a professor of French. Lack of funds would not permit the employment of more teachers, and it prevented the payment of more liberal salaries to those who were employed. Sometimes, indeed, a professor was secured merely by giving him the right to exact fees from the students who took his course. Profs. James Hamilton, Nathaniel Cross, and Gerard Troost were members of the faculty for many years. They ranked high as scholars. Prof. Troost was a scientist well known on both sides of the Atlantic, being a member of many of the scientific and philosophic societies of Europe and America. Born a Hollander, he was educated in the schools of his native country—Leyden, Amsterdam, and others. He was a friend of Humboldt and Agassiz and translated into Dutch Humboldt's *Aspects of Nature*. He led for many years a rather unsettled life, coming to America in 1810 by accident, as it were. He was one of the organizers of the American Academy of Natural Sciences and for several years its president. In 1827 he came to Nashville, and in the following year was elected to the chair of chemistry, mineralogy, and geology in the University of Nashville, which he filled until his death, twenty-two years later. The last official act of Dr. Lindsley was the delivery on commencement day, October 2, 1850, of a discourse upon the life and character of his dead colleague, Gerard Troost. Prof. Troost was State geologist from 1831 to 1849. His salary was a paltry return for his services in laying bare the great mineral wealth of the State. This devotee of a science then almost in its infancy was appreciated as little by his pupils as by the law-givers who assembled in the State capitol. But if his students could not appreciate his scientific attainments they could appreciate his gentleness of manner and his goodness of heart. One of them said years after: "If there ever was an unadulterated com-

pound of learning and goodness Dr. Troost was one." Dr. Troost's scientific museum of several thousand specimens, containing some species discovered by himself, was purchased by the university and became the property of the medical department.

Several attempts to endow chairs in the university proved unsuccessful. The visit of La Fayette to America and to Nashville in 1825 is recorded in a resolution of the trustees that "the La Fayette professorship of Cumberland College" be established in honor of the national guest. A patriotic determination to endow a chair in honor of the "Hero of New Orleans" likewise proved abortive. It is interesting to note that John Bell and Ephraim H. Foster were members of the committee appointed on the subject of these resolutions. As is well known, Bell and Foster in after years became, politically, strong anti-Jackson men. In 1834 the alumni society decided to raise \$10,000 for the endowment of a professorship of modern languages. But the fund grew very slowly. In 1848 the subscription lists had been open for fourteen years, and yet only \$3,250 had been subscribed.

LIST OF PROFESSORS, WITH LENGTH OF SERVICE, FROM 1808 TO 1850.

Rev. William Hume, ancient languages; elected, 1808; resigned, 1816.

George W. McGehee, mathematics and natural philosophy; elected, 1824; resigned, 1827.

George T. Bowen, chemistry; elected, 1826; died, 1828.

Nathaniel Cross, A. M., ancient languages; elected, 1826; resigned, 1831.

James Hamilton, A. M., mathematics and natural philosophy; elected, 1827; resigned, 1829.

Gerard Troost, M. D., chemistry, mineralogy, and geology; elected 1828; died, 1850.

John Thomson, A. M., mathematics and natural philosophy; elected, 1830; resigned, 1831.

James Hamilton, A. M., mathematics and natural philosophy; elected, 1831; resigned, 1835.

Consider Parish, ancient languages; elected, 1831; resigned, 1833.

Nicholas S. Parmantier, French language and literature; elected, 1832; died, 1835.

Abednego Stephens, A. M., ancient languages; elected, 1835; resigned, 1838.

Abram Litton, A. M., mathematics and natural philosophy; elected, 1835; resigned, 1838.

James Hamilton, A. M., mathematics and natural philosophy; elected, 1838; died, 1849.

Nathaniel Cross, A. M., ancient languages; elected, 1838; resigned, 1850.

Alexander S. Villeplait, A. M., modern languages; elected, 1838; resigned, 1842.

Alexander P. Stewart, A. M. mathematics and natural philosophy; elected, 1849; resigned 1850.

During this period the following served as tutors, generally for short terms: George Martin, Nathaniel Cross, Harvey Lindsley, Alfred A. Sowers, John Thomson, Abednego Stephens, George Ely, Le Roy J. Halsey, N. Lawrence Lindsley, James A. Watson, Carlos G. Smith, George P. Massey, Jacob Harris Patton, Alfred William Douglass, John A. McEwen, Elbridge G. Pearl, James M. Coltart, Joseph W. Lapsley, William Rothrock.

RELATIONS OF THE STATE TO THE UNIVERSITY.

The fifth section of "An act to amend an act entitled 'An act to establish a college in west Tennessee,'" passed in 1809 by the general assembly, made it incumbent upon the trustees of East Tennessee College and of Cumberland College to lay before every session of the assembly a report, financial and otherwise, on the condition of their respective colleges. When the general assembly, pursuant to this act, passed a resolution calling on the trustees of the University of Nashville for a report, the trustees referred the resolution to a committee. The report of the committee, made on October 14, 1831, contained a very spirited protest against any pretensions of the legislature to inquisitorial powers. The committee said they found nothing in the charter of the university that made the trustees responsible to the legislature for the discharge of their trust. The courts could call the trustees to account, but not the legislature. Yet considerations of policy and courtesy might require that the desired information be given the legislature. But it should be distinctly understood that the board of trustees acted of its own free will and not because it acknowledged itself amenable to the legislature.

So much for that phase of the relations of the State and the university. The 40,000 acres of land in the western district that came into the possession of the University of Nashville in 1822 were obtained through the liberality of the State in remitting for twenty-eight years all taxes on land owned by the University of North Carolina in Tennessee. In ceding the territory afterwards called Tennessee to the United States in 1790, North Carolina stipulated that the vacant and unoccupied lands in the ceded territory should be subject to the claims of her officers and soldiers of the Continental Line, and of others who had made entries. Furthermore, North Carolina reserved the right to complete all incipient titles to lands in Tennessee based on the above claims. In 1803, 1804, and 1806, on the part of North Carolina, Tennessee, and the United States, respectively, it was agreed that North Carolina should transfer to Tennessee the right of perfecting the aforesaid titles. In accordance with this agreement the University of North Carolina petitioned the legislature of Tennessee to issue grants on sundry lands in Tennessee on which warrants had been issued by the State of North Carolina, these warrants being based on military services performed by certain officers and soldiers of her Continental Line who had died leaving no heirs in the United States. The petition also prayed that until the 1st of January, 1850, the University of North Carolina be

released from paying taxes on lands owned by it in the State of Tennessee, and expressed a willingness to render an equivalent in return. By virtue of an act passed by the general assembly of Tennessee in answer to the petition, Governor William Carroll appointed commissioners to confer with the representative of the University of North Carolina. The result of the conference was a compact between the State of Tennessee and the University of North Carolina, August 26, 1822, whereby the claims of the university to Tennessee lands based on North Carolina military warrants were declared valid, and the request of the trustees of the university that lands owned by them in Tennessee be exempt from taxation until January 1, 1850, was granted on condition that the university give to such public seminaries as should be designated by the commissioners of Tennessee 60,000 acres of its Tennessee lands subject to the contract for locating and procuring grants already made by the agents of the university. The university guaranteed titles whose validity should be questioned at any time prior to January 1, 1831. It furthermore agreed to turn over in like manner one-half of all military warrants which might thereafter be issued to it by the State of North Carolina, without, however, guaranteeing the titles.

The commissioners assigned one-third of the lands thus obtained, or 20,000 acres, to East Tennessee College, and two-thirds, or 40,000 acres, to Cumberland College. In other words, by the generosity of the State of Tennessee in relinquishing her right to taxes on thousands of acres of land for the space of twenty-eight years, the University of Nashville became the owner of 40,000 acres of land in the western district of Tennessee. That many years elapsed before anything was realized from the possession was not the fault of the State. Thirty thousand three hundred and sixty-three and one-third acres of this land remained after the locators had received their share. The university's share was sold in 1834 for \$1 per acre, with interest, but only \$15,000 were eventually realized.

In 1837, the year in which the surplus in the Federal Treasury was distributed among the States, a joint committee of the two houses of the Tennessee legislature made a report on a complete system of education, embracing common schools, academies, and colleges. The chairman of the committee on the report of the lower house was Washington Barrow, a trustee of Nashville University. That the teachings of Philip Lindsley were bearing fruit is proven by this report. A scheme of common schools, academies, and colleges, the lower and the higher being essential the one to the other, and together making one magnificent whole, is outlined and State aid recommended. A long passage is quoted from Dr. Lindsley's inaugural address, and the arguments used by him to combat the prejudice against colleges are urged. But the legislature was not as enlightened as its committee and the recommendations were not adopted.

THE CONGRESSIONAL LAND GRANT AND THE FINANCES OF THE UNIVERSITY.

By the act of April 18, 1806, Congress retained its ownership of all public lands in Tennessee south and west of the Congressional reservation line, but granted to Tennessee all public lands north and east of that line. The stipulations made in the grant, which were accepted by Tennessee September 26, 1806, were that Tennessee should locate in one tract the 100,000 acres appropriated to academies. In the same way were to be located the 100,000 acres set aside for colleges. Both tracts were to be within the limits reserved by the State of North Carolina for the use of the Cherokee Indians, on lands, however, to which the Indian title had been extinguished. These Indian lands lay south of the French Broad and Holston Rivers, and west of the Big Pigeon River. The disposition of the college and academy lands was to be in the hands of the Tennessee legislature, but they were not to be sold for less than \$2 per acre.¹ Now, all of the Cherokee land "which was fit for cultivation and to which the Indian title had been extinguished" had been settled prior to 1806 by white men, although it had never been subject to entry. North Carolina, in the act of cession, confirmed the rights of preëmption and occupancy of these settlers, and Congress itself in this very act of 1806 further confirmed those rights by enacting that no settler should be allowed more than 640 acres, and that not more than \$1 an acre should be paid to the State for the land.

In short, Congress had provided for the sale of 200,000 acres of land at not less than \$2 per acre and in the self same act had virtually disposed of it at \$1 per acre. Congress could and should have avoided all chance of misunderstanding by appropriating land that was not already occupied by men who had lived on it for years and who would be sure to resist any claims but their own as encroachments upon their rights. Tennessee could carry out the spirit of the trust only by doing one of three things: charge the occupants \$2 per acre, sell 400,000 acres at \$1 an acre instead of 200,000 acres at \$2 an acre, or wait until the Indian title to still other lands should be extinguished and then appropriate them. But Tennessee did none of these things. The first step taken reduced the educational fund by one-half: the general assembly, on the 6th of September, 1806, enacted that holders of lands south of French Broad and Holston Rivers, and west of Big Pigeon River could perfect their titles by the payment of \$1 an acre, payments to be made in ten equal annual installments, beginning March 1, 1808, with interest. One hundred thousand acres of land were directed to be laid off for the use of academies and as much for the use of colleges. Not three months had elapsed before the legislature passed an act extending for one year the time of payment for each installment. This policy once begun was con-

¹ Congress repealed this clause of the act in 1823.

tinued. Success in securing the remission or postponement of one payment only emboldened the occupants of the college lands to again petition the legislature for relief. Demagogy no doubt had a hand in this. The petty politician could play no more pleasant rôle than that of posing as the friend of the people against some distant "college" that was trying to rob them of their homes. In 1823 one-third of the principal and interest was altogether remitted. Considerable payments were made in 1824, but in 1825 the occupants of the lands refused almost unanimously to pay any more. The minutes of the proceedings of the board of trustees are largely taken up with resolutions and plans of one kind or another to secure the money due them on the East Tennessee lands. As early as 1825 a committee was appointed to memorialize Congress. In 1834 a committee prepared a memorial to Congress giving a history of the land grant and praying to be fully indemnified by another grant. Nothing came of the memorial. In 1835 we find the trustees resolving to apply to the legislature for a bank charter; the bank to have a capital of \$1,000,000 and to pay the university \$5,000 annually. In consideration of the charter they were willing to forego their claims to the congressional lands. How characteristic of the times that sober college trustees should wish to engage in wildcat banking!

In 1837-38 the general assembly offered to the university in lieu of its congressional land claims a half township of land, or 11,520 acres, in the Ocoee district, which had just been acquired from the Indians. The offer was accepted and the vexatious matter was at last settled. Forty thousand dollars were received from the sale of the Ocoee lands in 1839-40. The money was invested, mostly, in Tennessee bonds and constituted the first productive fund the university ever had. The great check to the expansion of Nashville University was its lack of means. Had it not been for this lack, there can be little doubt that Philip Lindsley would have approached a realization of his ideal university.

Of the several methods devised for raising money, the lottery scheme was of a kind with the bank scheme. The privilege of raising \$200,000 by means of a lottery was granted by the State in 1826. The trustees, it would seem, sold their privilege or a part of it, but we do not know how much they realized.

The university was continually borrowing money on the security of individual trustees. Private subscriptions, skillful investments in real estate, and tuition fees were its main financial reliance. For the year 1848-49 tuition fees amounted to \$3,220. This was considerably less than for previous years because of the small attendance that year. The income derived from the invested proceeds of the sale of the Ocoee lands was \$2,700. The sagacity of Dr. Lindsley led to the purchase in 1825 of 120 acres of land near the college grounds, at \$60 an acre. Ninety

acres of this were afterwards sold for \$17,000, and a house for the president was built on a part of the remaining 30.

In 1847 it was decided to change the site of the university and to erect new buildings. The old buildings were becoming unfitted for college purposes, the moral reputation of that part of the city was not good, and the municipality wanted to extend College street through the university property, which would necessitate the demolition of Cumberland Hall. A lot was accordingly bought in the South Field, on the Franklin turnpike, for \$11,000. Small purchases and sales of other real estate were made, 1845-1848.

On the 13th of April, 1850, the university was estimated to be worth, debts deducted, \$116,000 lower limit and \$140,000 upper limit. The Ocoee fund represented \$40,000 of this and real estate from \$76,000 to \$97,000. One-third of the wealth of the university, so the committee who prepared this financial statement thought, came from the enhancement in the value of its real estate during the preceding five years.

A committee appointed in 1849 to carry out the determination taken in 1847, to sell the old college site or so much of it as could be spared and to put up new buildings on the South Field lot, sold the main college building, but did little looking towards the erection of new buildings in the South Field. In fact, they were never erected there, but were erected on the tract of land on which stood the president's house.

Reference has been made to several of the causes that led to the suspension of the University of Nashville. A new cause now arose, one that no human foresight could predict, the cholera. It prevailed in Nashville to such an extent during the college years 1848-49 and 1849-50 that some students left the university and others were prevented from coming. This so diminished the already slim resources of the university that it seemed impossible to keep it open longer. With a view to meeting the emergency President Lindsley drew up his "Hints for a plan of university studies" in May, 1849, and presented it to the board at its next meeting in August. This plan proposed the almost complete autonomy of each professor in his own school. His salary was to be supplemented by and to be largely dependent upon the fees of his school. Thus, every professor being incited to do his utmost to obtain pupils, it was hoped the attendance at the university, and therewith its revenues, would increase. The board of trustees accepted the plan with slight modifications and decided that it should go into operation at the opening of the next term. But in April, 1850, it was decided to postpone its adoption until the beginning of the next school year. As the college closed its doors at the end of the current year the system never went into force.

RESIGNATION OF DR. LINDSLEY.

A desire to rid the trustees of all hindrances to perfect freedom of action in reorganizing the university upon the new basis was one of the causes that led Dr. Lindsley to send in his resignation, March 23,

1850. At the unanimous request of the trustees Dr. Lindsley consented to withdraw his resignation, at the same time declaring that he would retire from the presidency whenever the board deemed that the interests of the university demanded it. In May, 1850, he was called to the chair of ecclesiastical polity and biblical archæology in the New Albany Theological Seminary. On the second day of October, 1850, the relations that had existed for twenty-six years between Philip Lindsley and the University of Nashville came to an end. Most fitting was it that his last official act should be the payment of a loving tribute to the memory of his deceased colleague, Dr. Troost. Prof. Hamilton had died in 1849, and there remained only one, Prof. Cross, of the three with whom Dr. Lindsley had labored so long. Dr. Lindsley accepted the professorship in the New Albany Theological Seminary. He resigned it in April, 1853. He died in Nashville May 23, 1855, while attending as a commissioner the general assembly of the Presbyterian church. Dr. Lindsley's biographer, Dr. Le Roy J. Halsey, has passed judgment on his work in Tennessee, and the Southwest in these words: "We felt that, if Nashville should ever erect a public monument to any man, the honor was due to her eminent educator, Philip Lindsley. Whether, then, we measure the results of his great life work by its special effect upon the city of his adoption, or by its wider influence upon the progress of education in Tennessee, or by its still wider impression upon the whole Southwest through the influence of his pupils, not to speak of his writings and general influence abroad, we think it can not be questioned that he has left his mark deep and ineffaceable upon his country and his generation."

SUSPENSION OF THE UNIVERSITY.

September 14, 1850, the trustees passed a resolution to suspend the operation of the university for a limited time, fixing the 1st of January, 1852, as a probable date of resumption. The reasons assigned for the suspension were that the faculty had been broken up by resignations and deaths, that the number of students was unusually small, that the income of the university was not sufficient to meet the expenses, and that it would be very difficult to continue while the old buildings were being torn down and new ones erected. At a meeting in October Dr. Felix Robertson, who had been a member of the board for forty-one years, was elected its president to succeed Dr. Lindsley.

PERIOD FROM 1850 TO 1861.

ESTABLISHMENT OF THE MEDICAL DEPARTMENT.

While the literary department of the university—so far the only department—was suffering an intermission, a new department, the medical, was being organized and established on a firm footing.

Philip Lindsley's plan of a completed university included, of course,

professional departments. He asserted in a public address that Nashville was the only place in Tennessee for a university, if for no other reason than that a medical school could flourish only in a large city. Even before Cumberland College became the University of Nashville a movement was started to found a medical school in connection with it. The project came up several times before the final establishment of the school in 1851. In 1844 the board of trustees passed unanimously a set of resolutions introduced by Dr. Lindsley that outlined a policy differing radically from that under which the medical school as finally founded achieved such success. The tenor of the resolutions was that, while the university should be at no expense whatever, it should yet exercise entire supervision and control over the new department. No student was to be graduated unless he were a B. A. or could stand a satisfactory examination in classical literature and the liberal sciences. Dr. Lindsley's ideas were not in accord with the popular ideas as to what a medical school should be, but hardly anyone will gainsay that if these ideas were carried out the rank and file of the medical profession would be on a higher plane than they are.

Dr. W. K. Bowling and Dr. J. Berrien Lindsley, a son of Philip Lindsley and a graduate of the University of Nashville, deserve the credit for inaugurating the movement that terminated in the successful establishment of a medical department. And this, although they were assisted by several other prominent physicians.

In a series of letters to Dr. W. A. Cheatham, of Nashville, beginning in March, 1848, Dr. Bowling unfolded his plan for a medical school in Nashville. He thought that the faculty should be composed of Nashville physicians, so as to receive local sympathy and coöperation. He also thought it wise to go under the name and insure the influence of the University of Nashville. The Nashville doctors, to whom Bowling's letters were shown, considered his plan Utopian. In the early part of 1850 he removed to Nashville, still with the vision of a medical school in his brain and, what was more, with the settled purpose of making it a reality.

In the mean time, Dr. Charles Caldwell, of Louisville, had been in Nashville trying to found a medical school, and had interested in his project, among others, Dr. J. Berrien Lindsley. Dr. Caldwell returned to Louisville without founding his school, but the idea had so taken possession of the mind of Dr. Lindsley that he spent the winter of 1849-50 visiting the Louisville, New York, and other medical schools. Some time after his return, in September, 1850, he called on Dr. Bowling. The right men had at last met and the plans for a medical college now rapidly crystallized. Others were drawn into the enterprise, a medical club was formed, and Dr. Bowling drew up a petition to the trustees of the University of Nashville asking for such powers as would reverse Philip Lindsley's "idea of a medical school's utter dependence upon the parent institution."

Such quick action was not without outside stimuli. The Tennessee legislature had at its session of 1849-50 created a law board and a medical board of the trustees of the University of Nashville, and this without the application or knowledge of the regular board. By this unheard-of move on the part of the legislature eighteen new trustees, nine medical and nine law, were added to the old trustees, who numbered nineteen. When the new boards notified the old board, in March, 1850, that they were ready to coöperate with it on all matters embraced in the provisions of the recent act of the legislature, the old board replied that it could not legally coöperate with them because it did not recognize as valid the law by which they were created trustees. The old trustees asserted the inviolability of their charter rights; at the same time assuming a conciliatory attitude and expressing a willingness to join the new boards as far as they legally could in any measures looking toward the welfare of the university. Upon the refusal of the old board to recognize the new boards the latter proposed to submit the dispute to the members of the supreme court. This was done and a decision given in favor of the old board.

Meanwhile Dr. Bowling, Dr. Lindsley and their colleagues had taken a step which insured success to their enterprise, whatever might be the issue of the dispute between the old and the new boards. A lease of grounds and buildings from the old board would hold good no matter if the new boards should afterwards come into power. The knowledge of this spurred them to immediate action. The memorial drawn up by Dr. Bowling with Drs. Jno. M. Watson, W. K. Bowling, Robert M. Porter, A. H. Buchanan, Charles K. Winston, and J. Berrien Lindsley, as signers, was presented to the trustees of the University of Nashville, September 28, 1850. The signers asked extraordinary powers and privileges and offered in return extraordinary considerations. What they wanted was a lease of twenty-two years. They would out of their private means enlarge the buildings and purchase the necessary outfit for a medical college—cabinets, apparatus, etc. At the expiration of the lease all this as well as what belonged in the first instance to the university would revert to it. Of course the tuition fees might not reimburse the medical faculty for their expenditures. But it was a risk which they were willing to take provided they were given the supreme control over the affairs of the medical college. The charter of the University of Nashville imposed upon its trustees the election of professors. No other body could do it legally. But this was incompatible with the perfect independence which the medical faculty wanted. The difficulty, however, was overcome by a provision in the contract that the trustees of the university should always elect to professorships the nominees of the medical faculty.

The proposition of Dr. Bowling and his associates was accepted, and the board of trustees decided October 11, 1850, to establish a medical department. They, of course, chose as a faculty the six physicians

with whom the contract had been made. The faculty at once set to work with great energy. The old "east wing," on Market street, which they had leased from the university, had to be enlarged and fitted up for the purposes of medical instruction. An appeal to the public yielding only \$3,000, the members of the faculty gave their personal notes and work on the building proceeded. In January, 1851, Dr. A. H. Buchanan was sent to Europe to purchase apparatus, books, and specimens. The organization of the faculty provided for a president and a dean. The former was little more than a presiding officer; upon the latter "devolved the duty of managing the entire machinery at home and representing the institution abroad." From the opening of the school until 1868 the position of dean was filled by Profs. Lindsley, Eve, and Bowling, their terms of office being six, two, and ten years, respectively. Before the beginning of the first session, in October, 1851, the faculty had been enlarged by the addition of Paul F. Eve as professor of surgical anatomy and clinical surgery, and of William T. Briggs as demonstrator of anatomy. The professorships of obstetrics and diseases of women and children, of surgery, of the institutes and practice of medicine, of materia medica and pharmacy, of anatomy and physiology, and of chemistry and pharmacy, were filled respectively by Profs. Watson, Buchanan, Bowling, Winston, Porter, and Lindsley. Most of the professors had never faced a class before, but they were all men of high standing in their profession. A new chair was created in 1854, "the institutes of medicine and clinical medicine," and Thomas R. Jennings was elected to fill it. The requirements for graduation, were: "(1) Three years' regular study in the office of a regular physician; (2) attendance upon two full courses of lectures in a regular school of medicine, the last of which must be in this institution; (3) four years' reputable and regular practice will be accepted in lieu of one course of lectures, and such practitioner can become a candidate for graduation at the close of his first course; (4) the candidate for graduation must write a thesis on some medical topic and deposit it with the dean by the middle of the course; (5) the candidate must be 21 years of age and of good moral character." In the announcement for 1854-55 we find the conditions for graduation less rigid; nothing is said about "three years' regular study in the office of a regular physician." The regular winter course of lectures began about the last of October or the first of November and ended about March 1. A preliminary course of lectures, beginning the first Monday in October, introduced the regular course.

The American Medical Association had from the first insisted upon the necessity and desirability of a longer course of study. Agreeably to this desire, the medical faculty of the University of Nashville inaugurated in 1855 a summer course in medicine, beginning the first Monday in April and continuing four months. This course was largely practical in character. Lectures were thus going on for nine months of

the year. Nevertheless, from fear of losing patronage, no doubt, the authorities did not venture to require for graduation more than the two winter courses of four months each; yet the summer course was in a sense compulsory, for the regular fee was \$105, and no remission was made if a student did not take this course. Hospital advantages were secured from the opening of the school in the use of St. John's Hospital. The general assembly of Tennessee at its session of 1851-52 passed an act to convert the old lunatic asylum in Nashville into a State hospital and offered the free use of the same under proper regulations to the University of Nashville Medical College. A medical library was in time collected. The students had access, besides, to the university library, which contained quite a number of volumes on medical science. Though the faculty spent thousands of dollars in putting up buildings, in forming a museum, and in making improvements and repairs, it was a paying investment. Nashville was a small city, yet her medical school competed successfully with the old and well-established schools of Louisville and Philadelphia. The first session opened with 121 matriculates and closed with 33 graduates. The attendance steadily grew. The acme was reached in 1859-60, when 456 students were enrolled. In point of numbers the school now ranked second among the medical colleges of America. Every Southern State was represented, in addition to California, Pennsylvania, and the District of Columbia. Even as late as February, 1861, when the mutterings of civil war were heard, there were nearly 400 young men in attendance.

THE LITERARY DEPARTMENT AGAIN.

An act of the legislature of 1851-52 annulled the rule of past years by which the president of the faculty of arts had been *ex officio* president of the board of trustees, and directed that thereafter the president should be elected by the trustees from their own number; whereupon, Dr. Felix Robertson was unanimously reelected. The act also provided that the number of trustees should not exceed thirty.

On one part of the old campus a flourishing medical school had sprung up under the auspices of the university, and from the other part all traces of old Cumberland Hall had been effaced by the thoroughfares of a growing city. The literary department was still without a home, much less was it in operation. At length, in February, 1853, the board of trustees took decisive action. A building and executive committee was appointed with power to erect college buildings on the land on which stood the president's house, to nominate professors, and to do anything necessary to the reopening of the university. The result of such vigorous action was that the corner stone of the main college edifice, a large two-story stone building, was laid on the 7th of April, 1853, John A. McEwen, a graduate of the university, delivering the address. In November a plan of reorganization was submitted by the committee and adopted by the board of trustees, and four profes-

sorships were created and filled as follows: Rev. Edward Wadsworth, D. D., ethics and belles-lettres; Rev. Joseph A. Eaton, D. D., mathematics and natural philosophy; Rev. J. W. McCullough, D. D., ancient languages; and Rev. John Berrien Lindsley, M. D., chemistry and natural sciences. Another chair, that of modern languages, was subsequently established and E. P. De Zevallos elected to fill it. Prof. Eaton resigning, James L. Meigs, A. M., was chosen in his place, and he, too, resigning, the position was at length accepted by A. P. Stewart, of Cumberland University, Lebanon, Tenn.

A law department was established and William F. Cooper and Francis B. Fogg elected professors. They were given entire control of the school, with the privilege of adding a third professor. Rooms in the Davidson County court-house were secured and furnished. But only a few students attended the lectures of these two eminent lawyers, and these few were dispersed and the school broken up by the burning of the court-house a few months after the opening of the school. An attempt to establish a law department had been made as early as 1843; so that this was not the first one.

In the summer of 1854 an offer of the board of trustees to receive Nashville boys into the literary department of the university on the payment of two-thirds of the regular fees was accepted by the city council. The medical faculty supplemented this offer by making the medical course free to anyone graduating in the literary department on a Nashville scholarship. But this plan to coördinate the public school system and the university was frustrated by the Know-nothing government of Nashville in the autumn of 1854. Indignant charges were made that this action was taken at the instance of some who wished to see the Nashville schools a preparatory department of Yale College.

The literary department threw open its doors to students in the autumn of 1854. But failure was soon seen to be imminent. A lack of harmony in the faculty in connection, probably, with other causes led to the resignation of every professor in February, 1855.

Temporary teachers for the few students who attended were obtained by the employment of Mr. Frank Crosby, of the city schools, and by the reëmployment of Prof. Stewart. One cause assigned for the failure of the university was the competition of the city schools. If this was true, it deserved to fail, for public school instruction can in no way interfere with genuine college instruction.

As all efforts to revive the literary department of the university seemed fruitless, it was proposed to use the endowment fund in the support of post-graduate or professional departments. But the proposition met with the legal objection that such a use of the endowment would be a perversion of the original trust.

Since 1850 the former patronage of the literary department had been drawn off to other schools. New institutions had been continually

springing up. There seemed to be no field for an ordinary literary and scientific college in Nashville unless it were heavily endowed and magnificently equipped. If the University of Nashville was to be successfully reinstated it must be by meeting some special demand or need of the time and section. This was Dr. J. Berrien Lindsley's idea. He conceived that a military college in the University of Nashville would succeed. As chancellor of the university he himself carried out his idea with a good measure of success.

J. BERRIEN LINDSLEY BECOMES CHANCELLOR OF THE UNIVERSITY.

Dr. Lindsley was now for several years the head man of the university and the leading spirit in her councils. He was elected chancellor of the university February 19, 1855, being indorsed by his medical colleagues as "the working man" of their faculty and possessed of their "unlimited confidence." The chancellorship had been created in 1853, but with far less important duties than those with which it was now charged. The chancellor was now chairman of the different faculties of the university and representative of the academic faculty before the public. It was his duty to form plans for the reorganization of the university, to nominate professors, raise funds, advertise the school, and "generally to assist the board of trustees in increasing the reputation, enhancing the funds, and developing the usefulness of the university." His salary, \$500, was not commensurate with the importance of his duties, but it was raised the second year to \$1,500. An executive committee of three was created to coöperate with him.

LITERARY DEPARTMENT BECOMES A MILITARY COLLEGE.

Chancellor Lindsley's plan for the reorganization of the university was presented to the trustees March 9, 1855, and adopted. It proposed the establishment of a scientific department and the rehabilitation of the literary department as a military college. The military feature was adopted merely as a method of government and discipline; the instruction was to equal that given in any reputable college. The scientific department was meant to be an advanced school of civil engineering, practical and agricultural chemistry, and of applied science, generally.

The Western Military Institute was chartered in 1847, under the laws of Kentucky. Being forced to change the location of the institute, on account of sickness among the students, the trustees secured a charter from Tennessee and removed the school to Tyree Springs, in that State, February, 1854. Liberal inducements to secure the school were offered in different localities in Tennessee, but the proposition to unite with the University of Nashville was the one finally accepted. The articles of union were adopted on the 4th of April, 1855. By them the Western Military Institute became the literary department of the University of Nashville. The proprietors, Col. Bushrod R. Johnson and Lieut. Col.

Richard Owen, were given the use of the university grounds and buildings free of rent. Beyond this the university did nothing. The military college was to be self-sustaining, the university assuming no pecuniary liability whatever. Cols. Johnson and Owen engaged to erect suitable buildings for the accommodation of cadets and to keep the property of the university in good order. The session opened the second Monday in September, 1855. The necessary buildings had cost \$32,000, of which \$18,000 had been subscribed by citizens of Nashville. A debt of \$14,000 was left to hamper the proprietors. The faculty of the first year was composed of the two proprietors and of six others. A. P. Stewart was elected professor of mathematics and civil engineering in the scientific department, and Dr. Lindsley hoped ere long to be able to establish two more chairs in this department. But the resignation of Prof. Stewart and the lack of funds forced him to abandon the idea of maintaining the department at all. In place of it the school of practical and agricultural chemistry was formed, and A. E. Ausman, M. D., placed in charge of it.

The number of students in the military college beginning with 1855-56 and ending with 1859-60 was in the order named, 154, 211, 202, 164, and 192. A large percentage of the students were in preparatory classes. Six hundred and forty-eight cadets and medical students were enrolled in 1859-60. This was the flood-water mark of the period we are considering. The total number of graduates, bachelors of arts and bachelors of science in the military or literary department from 1855 to 1860, was 37. Financially the department was tolerably successful; the tuition fees sufficing to pay professors' salaries and meet contingent expenses. "When the civil war commenced it was fairly getting under way, was paying nearly \$1,000 per annum interest upon the building debt, and spending quite that sum annually in making permanent improvements upon the premises." Yet the need of more buildings and ampler facilities was seriously felt. No system of management could supply the place of a large endowment. The real estate of the university was now valued at \$300,000, and of bonds there were \$56,000. George S. Blackie, M. D., became professor of botany in 1857, and the same year, owing to want of harmony between himself and Col. Johnson, Col. Owen severed his connection with the college, Chancellor Lindsley taking his seat in the chair of chemistry and geology.

MONTGOMERY BELL ACADEMY.

Montgomery Bell, of Davidson County, well known as the pioneer ironmaster of Tennessee, died in 1855 and left in trust to the University of Nashville the sum of \$20,000 to be invested in State bonds or in notes secured by mortgages on real estate of double the value. The interest was to be used in maintaining an academy to be called the Montgomery Bell Academy. Here were to be educated male children to be selected by the trustees, who were "not able to support and

educate themselves and whose parents" were "not able to do so." Mr. Bell preferred that ten children should come from Davidson County and five each from Williamson, Dickson, and Montgomery Counties. None below 10 or above 14 years of age were to be received and they were to remain in the school until they were 18. Instruction was to be given in the English branches and in the classics according to plans to be mapped out by the trustees of the university. Indeed, the control of the academy was to be vested in the university trustees. After considerable hesitation the trust was accepted in 1856, but for years none of its provisions were fulfilled except the one regarding the mode of investing the gift. The money was used, as directed, in the purchase of State bonds and the accruing interest was invested from time to time, so that when Montgomery Bell Academy was established in 1867 its endowment had swelled from \$20,000 to \$40,000.

THE CIVIL WAR.

No minutes of any meeting between December 29, 1859, and June 21, 1867, are found in the records of the board of trustees. The hand of war rested heavily on the University of Nashville. Officers and students forsook her peaceful halls for the din and carnage of the battlefield. Yet there remained a few who deserve all praise for their heroic efforts to still keep burning upon the altar of the university the sacred fires of learning. From the latter part of February, 1862, till early in 1866 the grounds and buildings were in the hands of the United States military authorities, who used them as hospitals and barracks. During this time Chancellor Lindsley zealously cared for the property of the university. Though considerable damage was done to buildings, fences, and trees, yet little wanton mischief was committed. When the troops took possession they found Dr. Lindsley and three professors teaching some forty students. In 1863-64 Dr. Lindsley, aided by two assistants, undertook to conduct a preparatory school, but the death of one of his assistants compelled him to desist.

The doors of the medical college were never once closed, even whilst the building was being used as a hospital. Literally surrounded by the dead and dying, professors still lectured and students still listened. "While the battle of Nashville was raging around the city" and cannon were booming from Fort Negley near by, young men were being trained to go forth and heal the wounded and minister to the dying. The medical faculty could afford to indulge in a burst of exultation over the past and of hope for the future. "If its [the college's] vitalities could not be chilled into suspended animation under such circumstances, its friends need scarcely fear anything that can happen to it hereafter." The matriculates for the years between 1862-63 and 1873-74, inclusive, were 102, 32, 45, 33, 75, 127, 192, 209, 201, 186, 203, 240, 235, and 240. Although the school had never closed its doors, yet we can see from these figures that it did not recover its ante-bellum prosperity. In the

course of the war several hundred physicians, both American and European, visited Nashville and the university. They declared the museum of the medical department to be "splendid, copious, and unique." The State hospital, which was under the direction of the faculty and open to the students, burned down in 1863. Four or five years later St. Vincent's hospital was established near the college, under the control of the faculty. In 1869 the lease held by the faculty upon the grounds and buildings used by them was extended twenty years. This made it expire in 1892.

AFTER THE WAR.

No steps were taken to reorganize the literary department in 1866 on account of the prevalence of Asiatic cholera in Nashville. At the first meeting of the trustees after the war, June 21, 1867, Chancellor Lindsey recommended and the board decided to delay no longer the performance of the duty imposed by the legacy of Montgomery Bell. Montgomery Bell Academy was opened the following September. No draft was made on the endowment fund for buildings. The university furnished them and kept them in repair. In accordance with Mr. Bell's legacy provision was made for the education perpetually of 25 scholars. The school was also thrown open to pay scholars. Had this not been done, it would have been confined to a very narrow sphere and could never have expanded, as it has done, into a school offering advantages equal to those of many so-called colleges. Two courses of study were instituted, a high-school course of three years and a grammar-school course of four years. The grammar-school course was afterwards shortened to three years and a primary school created. Le Roy J. Halsey was elected principal of the academy and given three assistant teachers. The high order of work done by Montgomery Bell Academy, the lack of funds, and the prostration of the country after the exhaustive struggle of the civil war combined to delay the resuscitation of the literary department of the university.

Felix Robertson, president of the board of trustees, died, and on July 26, 1867, John M. Lea was elected his successor.

During the years 1869-1872 another attempt was made to establish a law school in connection with the university. Men eminent at the bar were chosen to fill the chairs, but to no avail. Few students attended, and the school languished and died. The men who lectured for longer or shorter periods were John C. Thompson, Judge Nathaniel Baxter, and Judge West H. Humphreys. Among those who heard their lectures were William K. McAllister, Robert Ewing, and J. W. Bonner, all well-known citizens of Nashville.

ADMINISTRATION OF GENS. E. KIRBY SMITH AND BUSHROD R. JOHNSON.

We have come to the last attempt to maintain a regular literary or collegiate department in the University of Nashville. In May, 1870,

Gens. E. Kirby Smith and Bushrod R. Johnson made a proposition to the board of trustees to conduct for fifteen years a collegiate department and Montgomery Bell Academy as a preparatory school for that department, but the conditions of the proposition were such that it was rejected. It was not long, however, before an agreement was reached. As a necessary preliminary, Smith and Johnson raised by subscription \$7,000 to repair the buildings and buy furniture. The university bound itself to appoint Smith chancellor and Johnson professor of applied mathematics and principal of the collegiate department, but reserved untrammelled the right of electing to other professorships and of approving or rejecting courses of study and methods of discipline. It was to furnish free of rent the use of its grounds and buildings, to provide apparatus and all the facilities for collegiate instruction, and to make appropriations for the instruction of the 25 Bell foundation scholars. Smith and Johnson agreed to make the undergraduate department, which included the college and the academy, self-sustaining, the university assuming for it no pecuniary liability beyond that of guaranteeing professors' salaries.

For the first year or two the literary department under the management of Gens. Smith and Johnson met with fair success, but the need of a larger endowment, the financial crash of 1873, and the exhausted condition of the South compelled it to close its doors at the end of the fourth year, June 11, 1874. The ravages of war had almost swept away the preparatory schools of the South. As a consequence, when the colleges resumed, they had to take raw material and prepare it for the college classes or else go without students. All this is shown in the catalogues of the University of Nashville.

For the session of 1870-71 there were 271 students, 239 of whom were in the academy, and only 32 in the college. For the session of 1873-74 the corresponding figures were 156 and 31. In the third year of Smith and Johnson's administration the class system was abolished and the elective system in one of its forms adopted. The entire curriculum was embraced in nine schools, in most of which the course was two years long: Latin; Greek; French and German; English; mental philosophy and political economy; pure mathematics; chemistry and natural philosophy; natural history and geology, and engineering.

A student elected what schools he pleased, but must elect at least three. The degrees, bachelor of science, bachelor of arts, master of arts, and civil engineer, were conferred upon the completion, usually, of the courses in certain schools. A new school, agriculture and mechanic arts, and a new degree, bachelor of agriculture, were added. The military system as a mode of government and discipline obtained, but it was made hardly as prominent a feature as it had been before the war.

MEDICAL DEPARTMENT OF THE UNIVERSITY OF NASHVILLE BECOMES
THE MEDICAL DEPARTMENT OF THE UNIVERSITY OF NASHVILLE
AND OF VANDERBILT UNIVERSITY.

April 21, 1874, the medical faculty, with the consent of the board of trustees, entered into the following agreement with Vanderbilt University:

1. The Vanderbilt University accepts and adopts the several members of the present faculty of the medical department of the University of Nashville as its medical faculty by which medical students matriculating in the Vanderbilt University are to be instructed in the various branches of medical science.

2. The said students shall be graduated under the auspices, in the name, and with the diploma of the Vanderbilt University.

3. This arrangement authorizes the publication and announcement of the said faculty as the faculty of the medical department of the Vanderbilt University, and the medical students so matriculating may be catalogued accordingly.

4. The said medical faculty pledge themselves that the members of the faculty who may hereafter be chosen shall be men of the highest scientific attainments in their respective positions and of good moral character; also that the facilities and means of instruction shall keep pace with the improvements of medical science; that the faculty will supply and keep for the use of the students a museum with charts, specimens, and apparatus equal to the requirements of the most thorough medical instruction, and that clinical advantages shall be likewise secured.

6. To facilitate official communication between the Vanderbilt University and its medical school or department there shall be a dean elected by the Vanderbilt University, from its medical faculty, who shall be a member of the university senate.

7. This agreement shall not be construed so as to involve the Vanderbilt University in any pecuniary liability or responsibility whatever.

8. Either party may dissolve this agreement by giving two years' notice to the other, though it is hoped that it will work so harmoniously and be so efficient for public good as to be perpetual.

The effect of this agreement was that Vanderbilt University without the payment of one cent secured a medical school that had existed a quarter of a century and been famous in its day, and that even then was well and favorably known. On the other hand, the Vanderbilt brought to the Nashville Medical School the prestige of an institution under the patronage of a great church and supported by an endowment far greater than that of any other school south of the Ohio. The result is that in the medical school the name of Vanderbilt University has eclipsed that of the University of Nashville. The change has doubtless attracted students, but the majority of them matriculate in Vanderbilt University and not in the University of Nashville.

In May, 1870, Dr. J. Berrien Lindsley resigned the office of chancellor. He retained his chair in the medical faculty until 1873, when he retired as emeritus professor from active service. When the question of making the medical department of the University of Nashville also the medical department of Vanderbilt University arose, Dr. Lindsley, although no longer officially connected with the University of Nashville, hazarded an opinion as to what should be the character of the

relation to be entered into between the two universities. He advocated a union by which the medical school should appear in the catalogues of each university as the medical school of that university, accompanied by the statement that it was also the medical school of the other university. Expenses should be borne equally and benefits equally enjoyed. Neither would gain at the expense of the other.

The lease of grounds and buildings from the university to the medical faculty had been extended until 1892 because the faculty had been at considerable expense in equipping a museum. The faculty now desired to erect a hospital on their leased grounds, and accordingly petitioned in June, 1875, for another extension of the lease. The petition was granted with certain conditions, the lease was extended thirteen years more, and the hospital was built.

PEABODY NORMAL COLLEGE.

The efforts of the trustees of the Peabody education fund in the South were directed first towards the building up and strengthening of the common school system. This was done partly by creating a public sentiment in its favor through tongue and pen; partly by wisely timed and wisely applied financial assistance. It was soon found that the greatest need in establishing an efficient public school system was intelligent and well-trained teachers. This led the board to decide upon the founding of one or more normal schools for the professional education of teachers.

UNIVERSITY OF NASHVILLE AND THE PEABODY FUND.

The eyes of the Peabody trustees were first turned towards Tennessee by the representations of Dr. J. Berrien Lindsley and the trustees of the University of Nashville. As early as June, 1867, Chancellor Lindsley advised the university board "to correspond with the trustees of the Peabody fund in reference to coöperating with them in this field." Agreeably to this advice, Dr. Lindsley himself was requested to communicate with Dr. Barnas Sears, general agent of the Peabody fund. The University of Nashville early sought the devotion of the Peabody fund to normal schools and the establishment of a State normal school in connection with the University of Nashville. When the State finally refused to grant an appropriation in aid of a normal school it was the University of Nashville that came to the assistance of Dr. Sears, and saved to Nashville and Tennessee the Peabody Normal College.

The first effort to induce the State to found a normal school was during the legislative session of 1855-56, when Robert Hatton introduced a bill for the purpose. The bill passed the house, but failed in the senate. In 1873 Dr. W. P. Jones, State senator from Davidson County, introduced, among others, two bills. One of these became the present

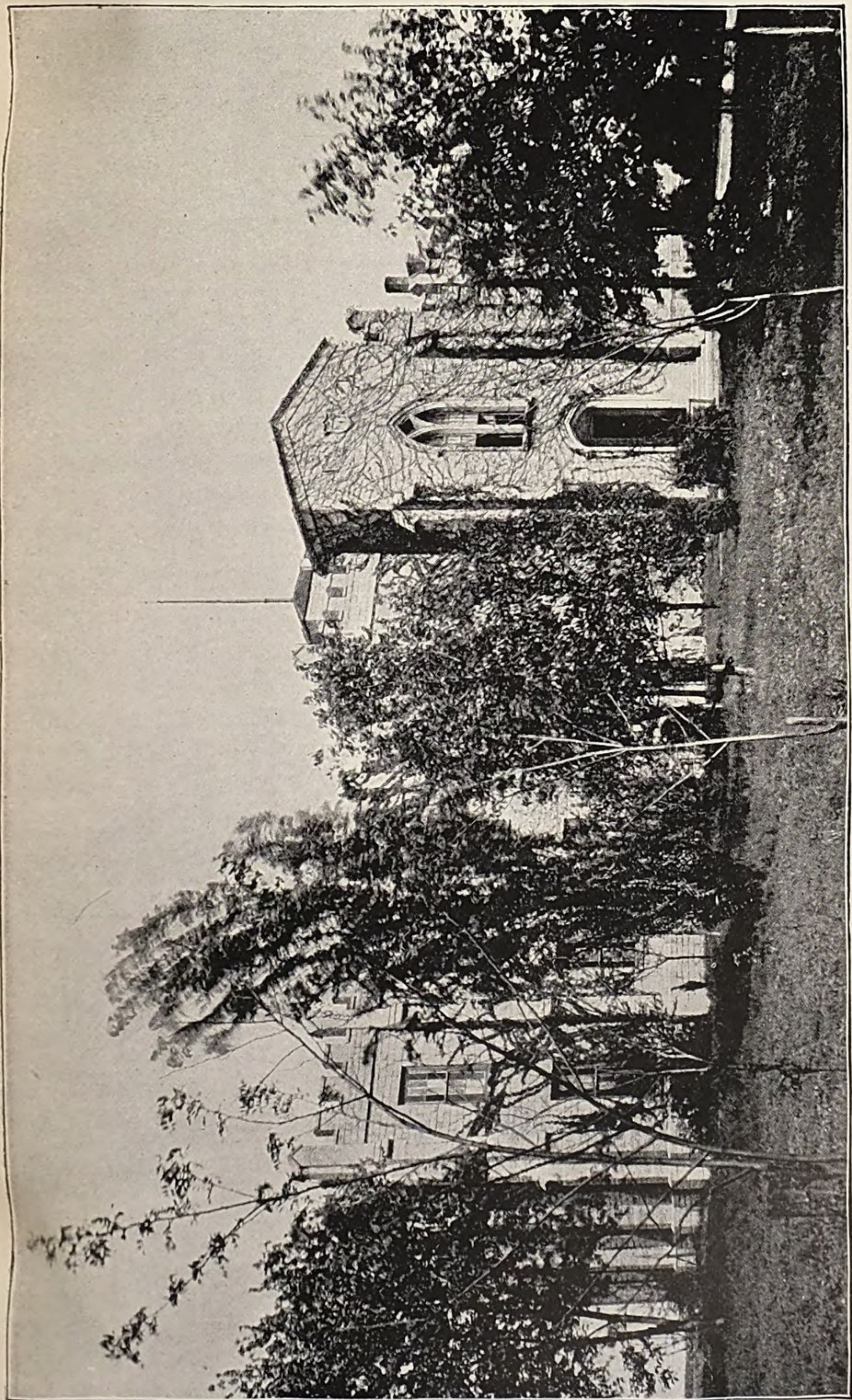
public school law; the other, for the establishment of a normal school, failed for lack of time at the close of the session. This bill contemplated the appropriation of \$6,000 annually by the State to supplement the same sum from the Peabody fund. At the next session of the legislature Dr. Jones, though no longer a member of that body, at the request of Dr. Sears and the State Teachers' Association, tried to secure the passage of a bill similar to the former one, but again without success. The sentiment in favor of a normal school had grown too strong to be thus baffled. Dr. Jones wrote to Dr. J. Berrien Lindsley, president of the State Teachers' Association, suggesting the possibility of obtaining a bill without an appropriation. This was the clue to success. Aided by the feeling in favor of such a bill, created by a communication to the legislature from Dr. Sears and by an address delivered by himself before the State Teachers' Association and the Tennessee State Grange, Dr. Lindsley succeeded in lobbying through the legislature the bill which made possible the existence of the Peabody Normal College.

STATE BOARD OF EDUCATION.

The bill, which was approved by the governor March 24, 1875, created a State board of education, composed of six members, five of whom were to be appointed by the governor, who was himself *ex officio* the sixth member and the president of the board. This board was empowered to establish a normal school, but no appropriation was made from the State treasury. However, educational institutions were granted power to give the use of their property to the board for the benefit of normal schools. If the State was not generous, nobody else should be prevented from being so. In an amendment to the charter of the University of Nashville, passed the same day, the university was authorized to discontinue strictly literary or collegiate instruction, and to make arrangements with the trustees of the Peabody fund or other associations for the establishment of a normal school.

Towards the close of the session of the general assembly Dr. Sears offered, in behalf of the Peabody trustees, to give \$6,000 annually to the maintenance of a normal school if the State would do the same, but the legislature adjourned without taking action.

On the 10th of May, 1875, Dr. Sears made a proposition to the University of Nashville trustees, then in session, that, if they would give to the State board of education for the benefit of a normal school the use of their grounds and buildings and the income from the university and Montgomery Bell funds for a period of two years, the Peabody trustees would appropriate to the same purpose \$6,000 annually. Inasmuch as the university board had for some time been seeking the establishment of a State normal school in connection with the University of Nashville, the proposition of Dr. Sears was promptly accepted. A



PEABODY NORMAL COLLEGE—MAIN BUILDING.

tender was made to the State board of grounds, buildings, and endowment income for two years from September 1, 1875; not, however, without conditions. These were that twenty-five boys should receive free instruction according to the terms of Montgomery Bell's will; that the university board should elect the principal and teachers and fix their salaries; and that buildings and grounds should be kept in repair out of the university revenues. The tender was accepted. Four of the six members of the State board of education were or had been officially connected with the university; one of the four had been chancellor and another was then president of the board of trustees.

THE NORMAL SCHOOL THE WORK OF THREE DISTINCT BODIES.

The normal school was thus the joint work of three distinct bodies: the Tennessee State board of education, the Peabody board of trust, and the board of trustees of the University of Nashville. It was called the State Normal School more with the hope that it would in time become identified with the State and be supported by it than because such relations really existed then. The school was, as it were, grafted on the University of Nashville. It was at the same time regarded as a continuation or revival of the literary department of the university. Not only did it occupy the grounds and buildings of the "old university," but it inherited the university's privilege of conferring degrees.

As we proceed it will be seen that the Peabody board sharply distinguished it from the ordinary State normal school. True, it was to be a normal school for Tennessee, but it was also to be a normal school for the whole South. It was to do a higher order of work than the ordinary normal school; to train teachers for the most responsible positions in the public-school service, and to be a center whence should be diffused the most advanced thought on the subject of education.

As the legislature had made no appropriation for the support of the normal school the State board of education was not disposed to assert its legal right of control, but left the active management of affairs to the two other boards. Despite the reservation in the original agreement touching the election of the president, the university trustees asked Dr. Sears to select a head for the new school. If, in this deference to Dr. Sears, they did not concede that any paramount legal authority resided in the Peabody board, they did acknowledge that it was proper for the Peabody board to decide the policy and character of the institution. Prof. J. J. Backus, of Vassar College, was the first man to receive the appointment. On his declination it was offered, in September, 1875, to Eben S. Stearns and accepted. As the appointee of the State board and Peabody board, Dr. Stearns was president of the State Normal School. As the appointee of the university board, he was chancellor of the University of Nashville. The twofold character of the

school is well illustrated by this double title. Dr. Stearns was a native of Massachusetts and belonged to a family of educators. At 30 years of age he had been placed at the head of the State Normal School of Massachusetts, "the first of its kind on American soil." Here he became associated with Dr. Sears, who was then secretary of the Massachusetts board of education.

By the terms of the original agreement the Montgomery Bell Academy was to be attached to the normal school and to constitute its model, or training, department. Its patrons becoming clamorous for it to begin operations for the year, it was decided not to wait for the opening of the normal school. Accordingly, Prof. J. W. Yeatman and S. M. D. Clark, former teachers in the Montgomery Bell, and Prof. W. R. Garrett were engaged, and the academy was opened in the university building.

In November, 1875, the resignation of Judge John M. Lea, president of the university trustees, which had been presented some time before, was accepted, and Hon. Edwin H. Ewing, an old graduate of the university, elected to the vacant position.

THE NORMAL SCHOOL OPENED.

Dr. Stearns inaugurated the Normal School under inauspicious circumstances. Indifference, if not hostility, to the enterprise was written on the faces of most. Nevertheless, the school was organized on the 1st day of December, 1875. There were only 13 matriculates, all of whom were young ladies. Dr. Stearns began with only two assistants, both ladies—Miss Julia A. Sears and Miss Emma M. Cutter. There were no apparatus, no books, indeed scarcely anything that belongs to the well-equipped school. But all these disadvantages were gradually overcome and the enterprise prospered. By the close of the first year the enrollment had increased to 60. A three-years course of study was mapped out, culminating in the degree of Licentiate of Instruction (L. I.). While this course would prepare one for entrance into the best colleges of the United States, it was equivalent in some respects and superior in others to the courses offered by many schools who styled themselves colleges. The instruction given was intended to be strictly professional. Everything was taught with a view to its being taught again. The curriculum was divided into three years—junior, middle, and senior—and embraced "a rapid review of the more elementary studies with reference to the best methods of teaching them, a review of the higher branches of knowledge with the same object, and a careful study of such other branches as time and circumstances" would "permit." No fees, excepting a small incidental fee, were charged. This practice, once begun, has been continued.

PEABODY SCHOLARSHIPS.

In conformity with the purpose to supply the lack of normal schools in other Southern States, and to make the Nashville school a school for

the whole South, as well as in accordance with the policy of more and more diverting the income of the Peabody fund to the training of teachers, twenty-five "Peabody scholarships," worth \$200 a year for two successive years, were established in 1876 for States enjoying the benefit of the Peabody fund. No scholarships were allotted to Tennessee at the first, since she was peculiarly favored in the presence of the Normal School itself. Not until the year 1877-78 was the scholarship offer taken advantage of, and then only by 19. But as soon as it became generally known there was no lack of applicants. The trouble has been to select from them such as will fulfill all the conditions. The number of scholarships has been steadily increased until there are now 184, distributed as follows: Alabama, 16; Arkansas, 17; Georgia, 22; Louisiana, 12; North Carolina, 20; South Carolina, 14; Tennessee, 33; Texas, 20; Virginia, 18; West Virginia, 12. Tennessee was not given scholarships till 1883. In 1885 the 17 scholarships enjoyed by Florida and Mississippi were withdrawn from them and apportioned among the other States because they had repudiated their bonds, some of which were held by the Peabody trustees.

Heretofore there have been only 114 Peabody scholarships; it is for the future that the number is 184; and the value of each scholarship has been \$200; henceforth each scholarship will be worth \$100 and railroad fare to and from Nashville. The value of a scholarship is thus made the same to every holder, no matter where his place of residence is.

So far as scholarships are not filled from students who have been in the college a year or more at their own expense, they are awarded in the several States on competitive examinations held by the State superintendent of public instruction or by examiners appointed by him, the questions being prepared by the president of the college. Every effort is made to fill the scholarships with men and women fitted in all things to make good teachers. Applicants must declare their intention of making teaching a profession, of remaining at the college two years if the scholarship is continued so long, and, if opportunity offers, of sharing with their State the benefit of their training by teaching two years in her public schools. Besides, a scholarship will not admit to the lowest or freshman class: "A scholarship is good for any two consecutive years above the freshman class; that is, for sophomore and junior, or for junior and senior, or for senior and postgraduate."

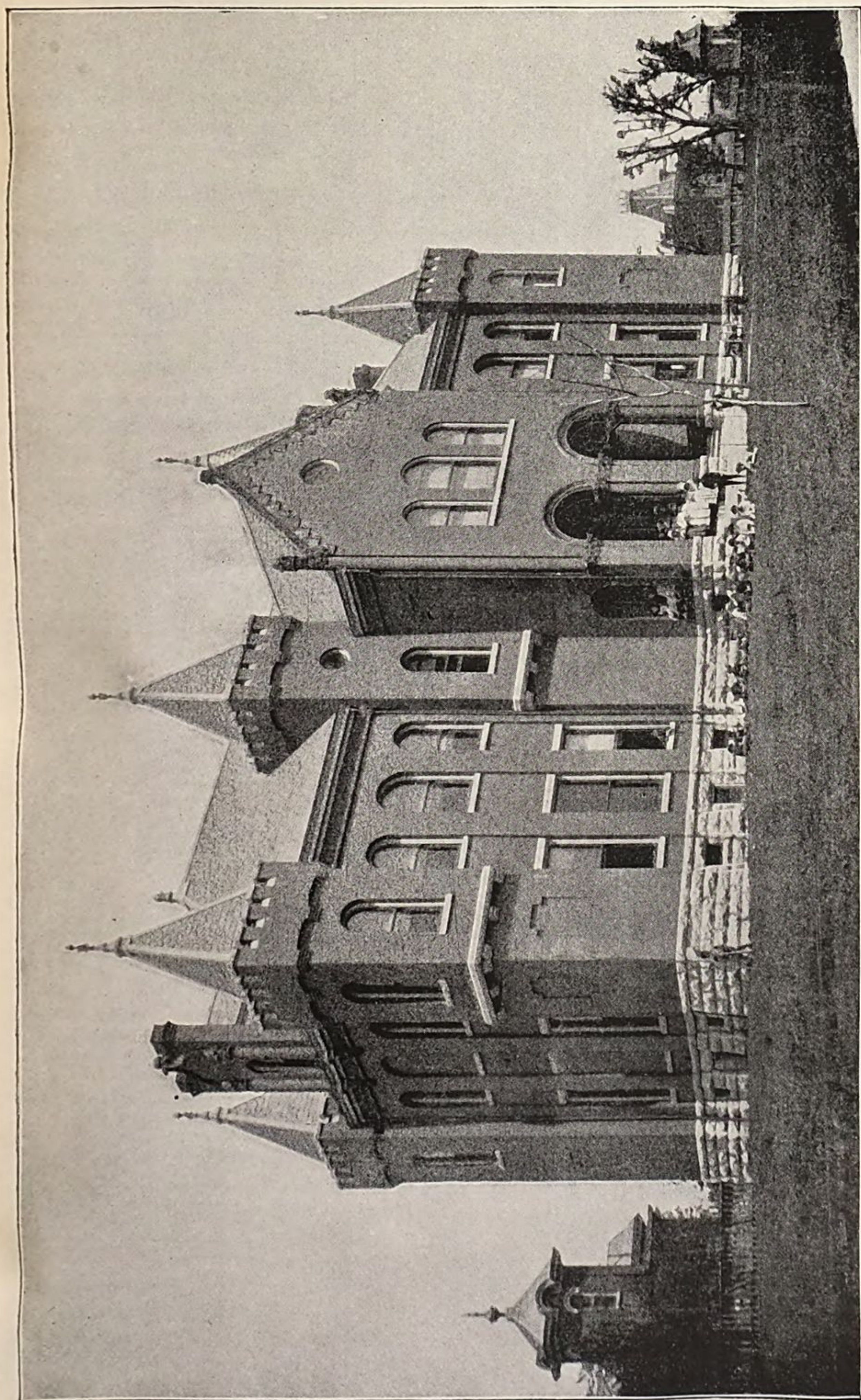
In 1878 the name of the school was changed to the State Normal College. This same year Dr. Stearns, in his report to the university trustees, expressed it as his belief that the course of study, although not identical with the usual college course, was yet its equivalent, if not more, and stated that Dr. Sears concurred in this belief. Thereupon a fourth year was added to the curriculum and the bachelor's degree ordered to be conferred whenever the whole course was completed.

REMOVAL OF THE NORMAL COLLEGE AGITATED.

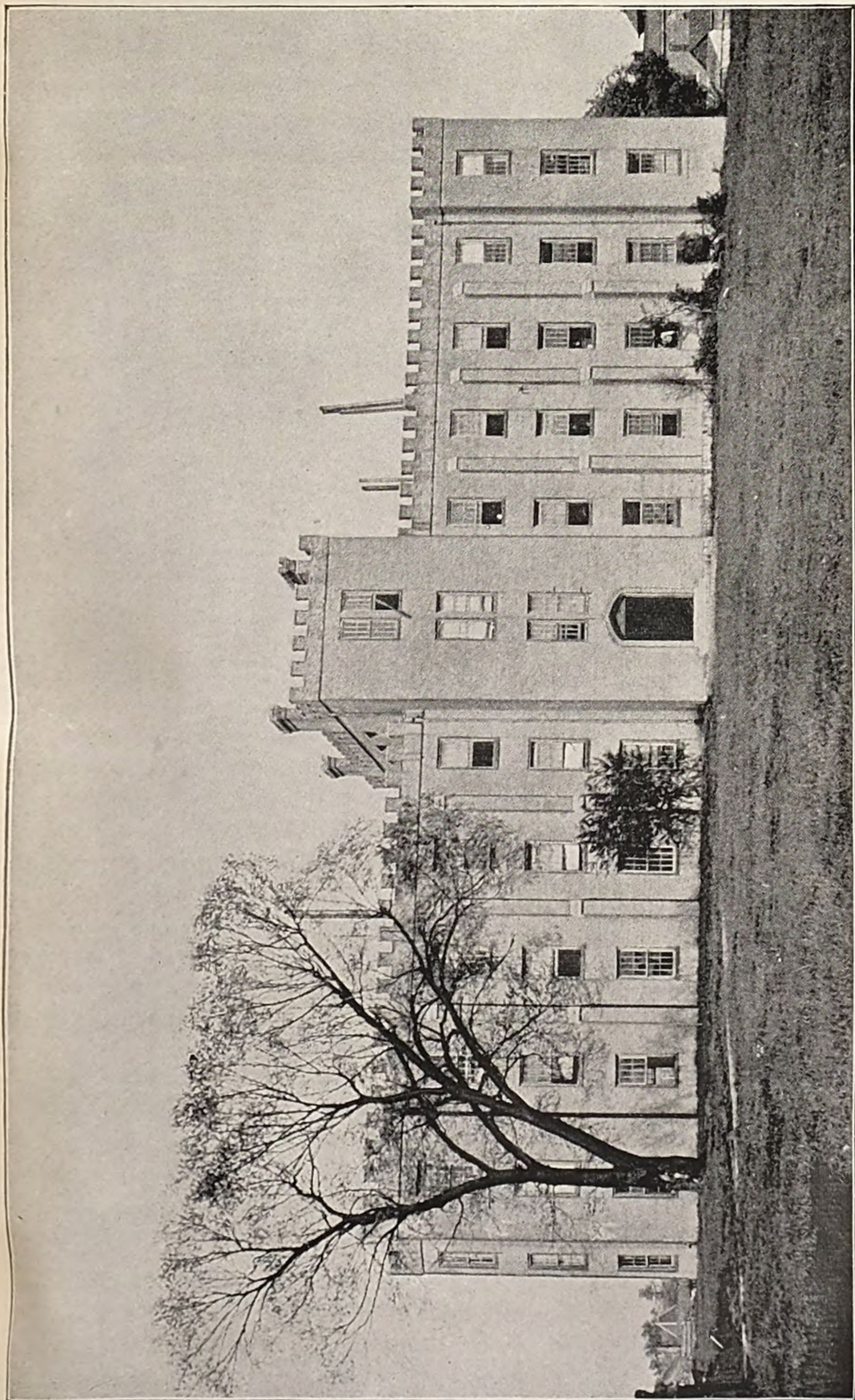
The legislature had disappointed the expectations of the friends of the Normal College by refusing to make an appropriation for its support. The college was growing rapidly and demanded larger revenues, more room, and ampler facilities. The Montgomery Bell Academy was not a success as a model school, and the relations with it were therefore dissolved. But it still occupied a part of the buildings and premises, and could not be dispossessed, for by contract its professors were entitled to the use of their present quarters until September, 1882. Furthermore, with the dissolution of the connection between the academy and the college the whole of the Montgomery Bell revenues passed under the control of the Montgomery Bell faculty and the college derived no benefit from them. To meet this falling off in receipts the Peabody trustees increased their annual appropriation to \$9,000.

This condition of things was disappointing to the hopes and plans of the Peabody board and the removal of the Normal College began to be mooted. Negotiations were opened between Dr. Sears, general agent of the Peabody fund, and Gustavus J. Orr, State school commissioner of Georgia, in November, 1878. In October, 1879, the Georgia legislature passed a bill creating the "Georgia State Normal College" and appropriating \$6,000 annually to its support, provided the Peabody board would do the same. Atlanta and other towns made liberal offers to secure the location of the college. There were, however, grave objections attaching to the conditions of Georgia's offer. But despite these an agreement was reached for the transfer of the Peabody interests to Georgia. All that remained was the consent of Dr. Stearns, to whom, as the man who had successfully organized and set going the Normal College, was left the ultimate decision. Dr. Stearns could not divest himself of the idea that Nashville was the place for the college, and that if the people could only be made to open their eyes they would not permit it to be removed. But he found it hard to open their eyes. At last he succeeded. A meeting of citizens subscribed and pledged \$4,000 annually until the subscribers should be relieved by the legislature, and the trustees of the University of Nashville formally engaged themselves April 21, 1880, on condition that the Normal College remained in Nashville, to remove the Montgomery Bell Academy from the university buildings by October 1, 1880, and to turn them over to the college, to raise by mortgage or otherwise \$10,000 for making improvements and purchasing apparatus, and to appropriate to the college the interest on the university endowment of \$50,000 Tennessee bonds, reserving enough to pay the interest on the \$10,000 to be borrowed and to keep the grounds and buildings in repair.

These pledges of the citizens of Nashville and the university trustees were satisfactory to Dr. Sears. Some delay in carrying them out was occasioned by the death of Dr. Sears in July, 1880. The trustees feared that the Peabody board might not sanction the action of its



PEABODY NORMAL COLLEGE—WINTHROP MODEL SCHOOL.



LINDSLEY HALL—PEABODY NORMAL COLLEGE.

general agent. Being assured on this point, they erected outside the university campus a building for the special use of the Montgomery Bell Academy and built on the campus a residence for the chancellor of the university and president of the college.

TENNESSEE MAKES ITS FIRST APPROPRIATION TO THE NORMAL COLLEGE.

In 1881 the Tennessee legislature made its first appropriation to the State Normal College, \$10,000 annually for two years. Of this sum \$2,500 were "intrusted to the State board of education for the higher and normal education of the children of Tennessee of African descent" in approved institutions of learning, while another \$2,500 were for the establishment of \$100 scholarships in the normal college, one to each senatorial district in the State. As the Negro beneficiaries of this act were of course educated in colored schools, the State Normal College did not receive, either directly or indirectly, the benefit of more than three-fourths of the State's appropriation.

In 1883 the general assembly consented to appropriate, free from all encumbrance, \$10,000 annually to the Normal College if the general agent of the Peabody board of trustees would allow to Tennessee Peabody scholarships and allow them on the same condition as those granted to other States. This was done and Tennessee received fourteen scholarships. The annual appropriation of the State has been \$10,000 until the present year, when the legislature increased it to \$15,000 on condition that each of the thirty-three senatorial districts in the State be allowed one Peabody scholarship of \$100 and railroad fare to and from Nashville. The condition was complied with. The Peabody board has also increased its appropriation. It is now about \$15,000 a year. The regular appropriation does not hinder the board from making other appropriations for special purposes.

During these years the college was steadily progressing. Improvements were made on grounds and buildings and a portion of the "old faculty house," was converted into a gymnasium. The number of students grew from 60 in 1876 to 178 in 1887. In April of the latter year Dr. Stearns died and Prof. Penfield was called upon to discharge temporarily the duties of the presidency. The Hon. Alexander J. Porter was made chancellor of the university *pro tempore*. Mr. Porter had been president of the university board of trustees since the resignation of the Hon. Edwin H. Ewing in 1884. In 1888 President Porter died and in March ex-Governor James D. Porter was elected in his stead.

W. H. PAYNE BECOMES PRESIDENT OF THE COLLEGE AND CHANCELLOR OF THE UNIVERSITY.

On whom was to devolve the election of a successor to Dr. Stearns? Local or State control of the normal college was inconsistent with the

conception of it as a school for the whole South. The Peabody trustees had no disposition to surrender to any other man or body of men the choice of a head for the institution which owed its existence chiefly to them and whose whole course from the beginning had been shaped by them. Yet there was an inclination in some quarters to anticipate the action of the Peabody trustees and interfere in the election of a president. Happily the inclination was not a strong one.

Dr. J. L. M. Curry, the former general agent of the Peabody fund, but at this time Minister to Spain, happened in this emergency to come home on leave of absence, and Mr. Robert C. Winthrop, chairman of the Peabody board, enlisted his aid in the selection of a president. He chose William H. Payne, professor of pedagogics in the University of Michigan, and his choice was unanimously ratified by the Tennessee State board of education and the board of trustees of the University of Nashville. Dr. Payne at first declined to come to Nashville, and it was not until the wide field of usefulness and influence that awaited him here and the strong probability that the Normal College would at the expiration of the Peabody trust become the "residuary legatee" of the Peabody fund were fully laid before him that he finally gave his consent. In the words of Mr. Winthrop, Dr. Payne "is widely known as a Christian scholar and gentleman, the author of valuable educational works, and a most successful administrator and teacher." The prosperity of the Peabody Normal College—known as such since about the time of his advent to office—has been very marked under his administration. Advance has been made along every line. The attendance has grown rapidly, being 177 in 1887-88 and 422 in 1890-91. At the beginning, in 1875, 3 teachers were enough. Now there are 18—11 male, 7 female. Chancellor Payne is himself professor of the history, theory, and art of education.

Two new baccalaureate degrees—science and letters—have been introduced and the courses of study leading to these and to the degree in arts made partly elective. The master's degree, also, is now offered. The names of the classes have been changed to the usual college designations—freshman, sophomore, junior, and senior. A model school, or school of observation, has lately been built on the campus, at a cost of nearly \$15,000.

AIM AND CHARACTER OF THE PEABODY NORMAL.

The strictly professional training of the school has been extended and widened and now embraces a complete course in the history, science, and art of education. Dr. Payne is heartily coöperating with the Peabody board in its efforts to make the Peabody Normal a professional school of the highest order for all the Southern States. Heretofore all that has been done towards the formation of educational doctrine, theory, and practice has been done in the colleges and uni-

versities. Dr. Payne, himself not without reputation as a molder of educational thought, hopes to see the Peabody normal become a center whence will be disseminated among the smaller normal schools the most advanced ideas on the science and art of teaching. In a recent address he says: "It is not the province of this college to duplicate any normal school of the existing type. Its funds can be invested reproductively only by educating men and women who in some large sense will become the teachers of teachers, or who will mold public opinion over wide areas—men and women who, instead of teaching for a period of two or three years, will be more likely to follow the profession of teaching as a vocation."

The Peabody Normal College seeks to impart, so far as its professional character will admit, the spirit and the training of the scholar. Indeed it opines that "for real teaching, the teaching that molds character and inspires to intellectual excellence, there is nothing which can be substituted for generous scholarship." But it is still a professional school and not a college or a university, and its curriculum can not take the place of the curriculum of a college or a university. It is, therefore, to be deprecated that it confers college and university degrees. Its reputation and its patronage are established beyond peradventure, and it could well afford to withhold its sanction from this reprehensible practice of the smaller normal schools.

PEABODY NORMAL THE PROBABLE HEIR OF THE PEABODY FUND.

There is a strong probability, if no more, that the Peabody trustees will, upon the expiration of their trust in 1897, settle the Peabody fund of over two million dollars on the Peabody Normal College. If this be true the old university will likely be restored in trunk and branch and the normal college become only one of her professional departments.

The University of Nashville, renewing her life with her academic and her professional schools and her magnificent foundation of \$2,000,000, may yet realize Philip Lindsley's ideal of a great university, and his triumphant prophecy, "We, the University, live forever," may yet prove not to have been the vision of an idle brain.

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CHAPTER III.

THE UNIVERSITY OF TENNESSEE.

By PROF. T. C. KARNS, M. A.

BLOUNT COLLEGE.

The first house in Knoxville was built by James White in 1786. Four years later the "Territory South of the Ohio River" was organized. A Territorial legislature was elected in 1794, and assembled at Knoxville on Monday, August 25, of the same year. On September 10 a law was passed establishing Blount College, at Knoxville, which was named in honor of the Territorial governor. From this beginning came the present University of Tennessee. The charter made Rev. Samuel Carrick president. Among the trustees we find such honored names as Blount, Sevier, White, Cocke, Ramsey, McClung, and Adair.¹ The institution was to be strictly nonsectarian—among the first of its kind in the United States.

The new college was located on the square now bounded by Clinch, State, Church, and Gay streets, and a small two-story frame building was erected by subscription. The land was donated by Col. James White, the founder of the city.

President Carrick, though a native of Pennsylvania, was brought up in Virginia, and there married and entered the ministry of the Presbyterian Church. He came to Tennessee in 1788. In him were centered all the virtues which characterized the Scotch-Irish settlers of this section of the country.

The object of the school, as indicated in the charter act, was to instruct youth "in the various branches of useful science and in the principles of ancient and modern languages." Tuition was \$8 for five months and board \$5 a month. There was no endowment. The president's salary was only \$50 a month. Coeducation was practiced for a while. Barbara Blount gained high distinction among the young ladies. "College Hill," the present seat of the university, was christened "Barbara Hill" in her honor.

Many eminent names appear in the early college records of students. Among them we find that of C. C. Clay, afterwards governor of Alabama and United States Senator; also Pryor Lea and T. J. Campbell, Congressmen; and W. B. Reese, the distinguished Tennessee jurist. The first and only graduate of Blount College proper was William E. Parker.

¹ For most of our facts before the civil war we are indebted to Col. Moses White's History of the University.

EAST TENNESSEE COLLEGE.

An act of Congress was passed April 18, 1806, providing for two colleges in Tennessee—one in East Tennessee and the other in the western division. Fifty thousand acres of the public lands were given to each college as an endowment. On certain conditions, Blount College proposed to be absorbed by the new institution for East Tennessee. Thereupon, the legislature incorporated East Tennessee College by act of October 26, 1807, and located it within 2 miles of Knoxville on 10 acres of land donated by Moses White. The spot was known as Rocky or Poplar Spring, and is now in the Shieldstown addition to Knoxville. The franchise and property of Blount College were then transferred to the new school.

A subsequent act (December 3, 1807) provided for the appointment of twenty-three trustees from the various counties of East Tennessee and seven from the immediate vicinity of the college. The influence of the school was thus to be extended.

The trustees of East Tennessee College first met in 1808 and retained Mr. Carrick as president. He died suddenly on August 17 of the next year. As the college had not yet received anything from its land grant and was out of funds, no president was called to fill the vacancy.

The national act of endowment had provided that the land should not be sold for less than \$2 per acre, and should be located in a single body. This could not be effected without coming in conflict with the rights of settlers. A commission was appointed to manage the fund arising from the sales of land, but they could do little or nothing. The only lands available were those south of the French Broad, Holston, and Big Pigeon rivers. Here the school grants were sought to be located, but politicians stirred up the settlers to resist, and no headway was made.

The same act of Congress also gave 100,000 acres for the establishment of an academy in each county of the State. As a result of this, Hampden Sidney Academy was established at Knoxville, and, with some private aid, began work January 1, 1817.

East Tennessee College had in the meantime tried a lottery scheme for raising money. Authority was obtained from the legislature of 1810. Tickets in sufficient numbers to justify a drawing were not sold, and the scheme went through.

The college trustees still failed to get the school into operation till 1820, when, by mutual consent, Hampden Sidney Academy and East Tennessee College were united under the name of the latter, Rev. David A. Sherman, principal of the academy, becoming president. Mr. Sherman was a New Englander and a graduate of Yale. The next year (1821) David S. Hart took his degree from the new college. For some years he, with Daniel E. Wartrous and James McBath, assisted as an instructor in the school. Corporal punishment was common in those

days. Mr. Sherman resigned the presidency in 1825, but the exercises were continued for one year by two tutors, Samuel R. Rogers and James McBath.

At an early day the University of North Carolina held warrants for lands located in Tennessee, about which there was much controversy. She finally compromised with Tennessee by giving 60,000 acres of her claim to certain institutions of learning in the State. One-third of this amount was assigned to East Tennessee College.

In 1826 the hill on which the present university stands was purchased for \$600. Being more desirable as a location than the Poplar Spring tract, the college was moved to this place, where it has since remained. The old chapel, or center college, was then erected, together with three one-story dormitories placed at the rear of the campus. Rev. Charles Coffin, D. D., of Greeneville College, was elected president. Dr. Coffin's great attainments and success as an educator inspired much confidence. He was a native of Massachusetts and a graduate of Harvard. Rev. Stephen Foster accompanied Dr. Coffin in his new field of labor. Mr. Foster was also a Presbyterian, a native of Andover, Mass., a graduate of Dartmouth College, and likewise of the theological seminary at Andover.

Dr. Coffin's first work was crowned with great success, but the land warrant difficulties still remained unsettled and designing demagogues stirred up so much opposition on the part of the people that in 1832 the venerable president resigned. Returning to Greeneville, he died in 1853. The first literary society—the Republican Dialectical Adelpic—was established during his administration.

Dr. Coffin was succeeded in 1833 by James H. Piper, a graduate of the institution, class of 1830. He resigned in one year and was succeeded by Joseph Estabrook, a graduate of Dartmouth.

President Estabrook put great energy into his administration. He had an able faculty, and possessed fine executive ability. His discipline was good. Success attended all his efforts. A very valuable cabinet of minerals, shells, botanical specimens, and natural curiosities was collected. During his administration many advances were made. In 1835 another literary society—the Dialectic Adelpic—was organized. It lasted but a short time, and in 1836 the two present societies—Chi-Delta and Philomathesian—were formed. The original motto of the Chi-Delta was *Sua munera virtuti sunt*; that adopted at its resuscitation after the civil war, *per aspera ad astra*. The original motto of the Philomathesian was *Virtuti cedunt omnia*. Since the war it has been *Nulla vestigia retrorsum*. Regular college classes were first organized in 1837. The first catalogue was printed for the school year 1837–38.

In 1838 the trustees compromised with the State and the citizens living on the college lands south of the Holston and French Broad rivers by relinquishing their former claim and accepting a one-half township of land in the Ocoee District. In this forced adjustment the

institution lost at least half her endowment. In 1839 the preparatory department was taught in the Hampden Sidney Academy in town.

EAST TENNESSEE UNIVERSITY.

The legislature in 1840 changed the name of East Tennessee College to that of East Tennessee University. All the usual rights belonging to universities, including the power to confer medical degrees, were bestowed through this act. About this time the university sold some of her lands and erected the two dormitories known more recently as East College and West College. What is now the infirmary, and also the front part of North College, were erected at the same time for professors' residences. The total cost was \$20,965.18.

We learn from Col. White that corporal punishment was finally abandoned about 1840. The preparatory department is supposed to be referred to. The change was effected by a young tutor, Horace Maynard, who rose to the professorship, successively, of mathematics and ancient languages, ancient and modern languages, and mathematics, rhetoric and belles-lettres. During the years 1841-42 and 1843-44 a well-edited periodical called University Magazine was conducted by members of the senior class. Mr. Maynard, who afterwards became eminent as a statesman, resigned in 1843 and was succeeded by Albert Miller Lea. Prof. Lea was a West Point graduate and introduced the military feature. A company was organized and a uniform adopted. At the end of three years the military system was dropped.

In 1847 a pipe was laid and water was thrown from a spring at the foot of the hill to the front of the chapel building. The water works were destroyed during the civil war. After a long and very successful administration, President Estabrook resigned in 1850. His most prosperous year was, perhaps, 1846-47, when 169 students were enrolled. He died in 1855.

President Estabrook was succeeded by Hon. W. B. Reese. Judge Reese was a man of great attainments and popularity, but he came at a time when the multiplicity of colleges had shorn the university of its strength, and at the end of three years he resigned. Rev. John D. Wheeler, once president of the University of Vermont, was elected his successor, but did not accept.

Rev. George Cook, a native of New Hampshire, was then elected. He was also a graduate of Dartmouth College and had been for several years the successful principal of Knoxville Female Academy. The university affairs were in a very bad way. The session did not open till the beginning of the spring term of 1854. A latinized catalogue was published at the end of the term. President Cook was then charged with hostility to slavery, and, to add to the trouble, Knoxville was visited with a violent epidemic of cholera about the time school should have opened.

A proposition had been made to turn over the university property to

a medical college that was to be organized, and the attempt to select a faculty was made, but without success. A futile attempt was also made to consolidate the school with a certain Western Military Institute of Tyree Springs, Middle Tennessee. President Cook also tried to have an agricultural department established in the university and then in 1857 resigned.

The board next offered the presidency to Rev. Thomas W. Humes, but he declined. Later in the year J. F. Pearl, of Nashville, was elected, but he also declined. There being no faculty school was suspended for the year.

Rev. W. D. Carnes, of Burritt College, Van Buren County, Tenn., was elected president on the 20th of March, 1858, and at once accepted. The new president was a Christian minister and an alumnus of the university, having graduated in 1842. He was tutor in 1842-43 and principal of the preparatory department from 1843 to 1848. At a later date the faculty was completed as follows: M. C. Butler, ancient languages and literature; A. C. Carnes, mathematics, and Rev. John Washburn, principal of the preparatory department. Tuition was put at \$25 in college and \$20 in the preparatory department for the term of five months. The president received from the endowment fund \$400 and each of his assistants \$250. Their salaries were increased by a pro rata of all tuition fees.

In the spring of the same year, a medical department was admitted with the following faculty:

John M. King, M. D., of Murfreesboro, *professor of obstetrics and diseases of women and children.*

B. Frazier, M. D., Pikeville, *professor of theory and practice of medicine.*

O. F. Hill, M. D., Knoxville, *professor of general and special anatomy.*

John M. Boyd, M. D., Knoxville, *professor of materia medica and pharmacy.*

Richard O. Currey, M. D., Knoxville, *professor of medical and physiological chemistry.*

This department was a result of the persistent efforts of Dr. Currey and the local medical society, but, owing to a failure of the university trustees to give it material assistance, never went into operation.

President Carnes, very early in his administration, secured the erection of a small gymnasium. The term opened on the second Thursday of September, 1858. In 1859 another attempt was made for a medical department, but without success. The attempt to establish a military department likewise failed.

President Carnes secured from the legislature of 1859-60 a resolution asking the supreme court to report the facts regarding the land grant of 1806, accompanied by their opinion of the right of the university to further compensation on account of failure to receive the full donation. Nothing seems to have come from this action. President Carnes, in the meantime, resigned. He was succeeded by Dr. J. J. Ridley, of Clarksville.

The winter session of 1860-61 opened with a largely increased attendance. The first measure was a resolution to educate, free of tuition, ministerial students of all denominations. This has prevailed as a rule of the institution since that time. The military feature was again introduced and discipline became rigid. The number of students more than doubled. This was the spring of 1861, when the war was fast gathering. Later the students enlisted in the army, teachers resigned, and general disorganization ensued. The Confederate troops were soon in a portion of the buildings. President Ridley resigned February 7, 1862. The buildings were used as a hospital in 1862-63. In January, 1863, the trustees attempted to collect from the Confederate authorities the sum due for rent and damages, to be applied to repairs and improvements. No success is reported.

Knoxville was taken by the national troops September 2, 1863, and they, in turn, occupied the university buildings. The trustees met again March 19, 1864, and took steps toward obtaining damages from the United States Government. The sum of \$15,000 as rents and damages was finally paid.

The ante-bellum career of the university was one of trials and privations. Through no fault of its own the endowment fund had in great part been lost. The course of study was mainly in the classical line and all its culture bent that way. The broad gauge of the present-day university, with its numerous scientific courses and elective branches, had not been reached. Yet the old ably met the demands of that day for professional and political life.

AFTER THE WAR.

The civil war closed during the spring of 1865 and on July 10 of the same year the board of trustees had a meeting and considered plans for reopening the university. Rev. Thomas W. Humes was elected president and at once accepted and assumed the duties of his office.

President Humes is a native of Knoxville and an alumnus of the university, having graduated in the class of 1830. He had in early life conducted a newspaper, but later took orders in the Episcopal Church and for many years had been the worthy rector of St. John's Parish. He was a man of profound convictions, fine culture, and good executive ability. His family connection, social standing, and singularly pure life gave him the confidence of all and eminently fitted him for the responsible work he was about to undertake.

The two armies left little of the college property, except the uninclosed grounds and bare walls. Fortifications still remained banked against the buildings. These had to be removed and the buildings must be entirely renovated before it was possible again to occupy them.

In the meantime, President Humes secured the services of Prof. F. D. Allen, a graduate of Oberlin College, who came on to begin work in the spring of 1866. The buildings of the State Asylum for the Deaf and Dumb had been made vacant by the war and these were occupied while repairs were going on at the university.

Owing to the disturbed condition of the country and the impoverished state of the people, very little local patronage could be expected. On the opening morning only about 20 students were present. Most of the "town boys" were attending the Hampden Sidney Academy, which was flourishing under the principalship of Mr. John K. Payne, a recent graduate of Yale College.

By a mutual agreement of the proper authorities, the academy school, as a whole, was transferred to the university, and its principal was elected to the department of mathematics. Prof. Allen had charge of the languages. Dr. John C. Minor, a talented young physician from New York City, was engaged to deliver lectures on scientific subjects.

A boarding club, with reasonable rates, was organized for nonresident students and professors. Some part of the university library had been rescued from the wreck of the war, and this was set up for the use of the school. A literary society was also organized.

The term closed July 20, with prize declamations at the old courthouse. Col. John Baxter had founded four prizes, amounting to \$20, for declamation. The university had determined to award twenty-four testimonials each session to the 24 students whose marks stood highest in "attendance, deportment, and scholarship." Only students who took testimonials could compete for the Baxter prizes. The first of the Baxter prizes was won by Hugh B. Rice, who has since become an able minister of the Christian church. Hon. Thomas A. R. Nelson also gave four prizes, amounting to \$20, for "punctuality and deportment."

More than 75 students were enrolled during the term. So far no advance had been made beyond preparatory work.

September found the buildings and grounds at the university in good condition, and the winter term opened with promise on the 13th. Before the close 88 students had been enrolled. All entered the primary department, which was divided into four classes, or sections. Dr. John C. Minor was promoted from lecturer to professor of chemistry and natural science. Mr. N. D. Parkhurst was employed to teach elocution. The rest of the faculty remained the same. A small reading room was established in connection with the library, which had been refitted and opened. Tuition was put at \$10 for five months. From \$3 to \$5 paid for one week's board. A few students boarded themselves at a much cheaper rate. Only one regular course of study, the classical, was presented. Most of the students took this, though a few pursued English studies alone.

During the spring term of 1867 the number enrolled increased to 122. Many young men who entered were advanced in years, having

been kept out of school by the recent war. Some bore military titles which they acquired as lieutenants and captains in the army.

The two literary societies that flourished before the war, the Chi Delta and the Philomathesian, had been reorganized during the previous winter term and had their respective halls fitted up in a comfortable and tasteful manner. On the 5th of February they competed in prize declamations at the First Presbyterian Church. A. H. Nave, who spoke "Spartacus to the Gladiators," afterwards graduated at West Point and became an officer in the U. S. Army. George and Louis Baxter, two other speakers, have each been candidates for governor. The prizes given were offered by Hon. T. A. R. Nelson and Prof. J. K. Payne. At the close of the year, in June, the Baxter prize for declamation was again awarded.

In the fall of 1867 Rev. F. M. Grace, of Elyton, Ala., entered the faculty as professor of rhetoric and English literature. He was an alumnus of the university, having graduated in the class of 1849. He brought with him a large number of young men from his own State. They were known as the "Alabamians," and marked an era in the history of the school. It was the purpose of the management, in this move, to restore to the university its Southern patronage of *ante-bellum* days. Only a temporary success was achieved. In addition to his mathematical professorship, J. K. Payne was made principal of the preparatory department. The preparatory work required three years. Latin was studied the entire time and Greek for the last year and a half. Candidates for the freshmen class were examined in English grammar, geography, higher arithmetic, Loomis's Algebra to Quadratics, Loomis's Geometry (two books), and the Latin and Greek required to complete the preparatory work. The entrance age was 14. There were 11 freshmen in 1868. Three recitations, or lectures, were required every day. Orderly students only were allowed to occupy the dormitories. The government was paternal. In order to assist worthy young men of small means, and at the same time foster education, two students from each county of East Tennessee were allowed free tuition on condition that they would pledge themselves to teach for two years. H. T. Eddy was instructor for a short time.

On July 2, 1862, Congress passed the land-grant act to establish agricultural and mechanical colleges in the various States. By this law each State was to receive 30,000 acres of the public domain within its borders for every Senator and Representative in Congress under the census of 1860. In case the land could not be found in any particular State, scrip was to be issued to that State and sold, the proceeds of which must, without diminution or loss, be invested in safe stocks bearing an interest of not less than 5 per cent. This interest was then to be, as stated in the act, "inviolably appropriated by each State * * * to the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other

scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." Several conditions not necessary here to enumerate were appended to the grant.

War and the subsequent unsettled condition of the State prevented Tennessee's acceptance, on the terms proposed, till January 16, 1869. By act of this date, the legislature settled upon the East Tennessee University the whole fund which had been received by the State in land scrip to the amount of 300,000 acres. The State had taken the amount in scrip because so much Government land could not be found within her borders. This was sold and the proceeds were invested in 6 per cent, Tennessee bonds, with interest payable semiannually. The act further provided for the establishment of the Tennessee Agricultural College in connection with the university and appointed three additional trustees for each, from middle and west Tennessee. The governor, the secretary of state, and the superintendent of public instruction were constituted ex officio members of the board. Not including the State officers, the board of trustees then numbered 36 members, all of whom had a life tenure. Among other conditions in the legislative act of appropriation, the university was required to have accommodations for 275 students, and to own at least 200 acres of land for an experimental farm, all of which should be worth not less than \$125,000. Two hundred and seventy-five students, two appointed by each State senator and three by each representative from their respective counties, were to receive free tuition. The farm was to be carried on by the trustees of the university for purposes of instruction in agriculture. The profits of the farm crops were also to go towards defraying the expenses of indigent students.

Later, in January, 1869, the university trustees met, and a certified copy of the act of establishment was laid before them. A resolution was adopted accepting the trust with its conditions, and steps were at once taken to comply with all the legal requirements. The institution already owned about 40 acres of land just west of the city, and on this tract were situated the six university buildings, which had recently been repaired and improved. The location was beautiful and in every way desirable. Three-fourths of a mile west of this a farm containing 285 acres was bought, at a cost of \$30,000. The soil was admirably adapted to the purpose in view. In May following the governor of the State was notified that the university had complied with all conditions in the act of endowment and the fund was directed to be turned over. The final amount transferred reached the sum of \$396,000.

In June the board organized the Tennessee Industrial College. This was only a department of the university, which the trustees, so far as

their means would allow, planned somewhat after Cornell and the Illinois Industrial University. Three regular courses of study were established—the agricultural, the scientific, and the classical. In their reorganization of the school, the university management recognized the spirit and purpose of the Congressional act of endowment in reference to industrial education. Yet they felt, while providing for the industrial school, that they were fully justified in retaining a classical course of study as a preparation for professional life and general culture. Touching this point, President Humes, in his first biennial report to the legislature, said:

The trustees are of the opinion that a great variety of collegiate instruction is within the sphere of the new college, as its objects and work are prescribed in the act of Congress. Evidently the intention of the endowment is to provide for the instruction, especially, of the industrial classes. Its intention is that the study of agriculture and the mechanic arts shall be prominent; that they shall be invested with all the attractions which science and mental culture can impart to them, and that the farmers and mechanics of the future shall generally be so well educated that their labor in the field or shop shall be, not a drudgery, as such labor must always be to the untrained and uninformed mind, but a work of intelligence and discrimination, performed with growing skill in the increasing light of scientific knowledge, and constantly attended with intellectual enjoyment to the workers. At the same time it is evident from the language of the act above cited that it was not the purpose of its framers to disparage the usual college curriculum, which largely consists of mathematics and the Latin and Greek languages, nor to under-rate the importance to society of the learned professions, into which college graduates have heretofore, in many instances, entered. Neither was it their purpose to shut the doors of the new college against young men who desire to study the classics and to prepare themselves for professional employments in life; for the act of Congress explicitly states that no classical or scientific study is excluded from the field of instruction. The leading object of the proposed institution shall be to teach whatever branches of learning relate to agriculture and mechanic arts; but whatever pertains to other departments of collegiate knowledge may also be taught within it.

In order to meet the new demands the teaching force was largely increased. Dr. Humes was continued as president and professor of mental and moral philosophy. Prof. F. D. Allen, of the department of ancient languages, was granted a leave of absence to study at the University of Leipsic, in Germany. Prof. J. K. Payne retained the chair of mathematics, to which natural philosophy had been added. Prof. F. M. Grace took English language and literature, rhetoric having been dropped. The new professors were F. H. Bradley, M. A., in natural science; R. L. Kirkpatrick, M. A., in Latin language and literature; E. Dean Dow, M. A., in agriculture; I. H. Barker, M. A., in modern languages; W. C. Atwater, PH. D., in agricultural chemistry; I. T. Beckwith, A. B., instructor in ancient languages; M. C. Butler, M. A., principal of classical preparatory department; and William V. Deaderick, principal of English or scientific preparatory department. Prof. Dow did not accept the chair of agriculture, which was filled later by the election of Prof. Hunter Nicholson, horticulture

being at the same time added to the department. Prof. Atwater did not take charge until the fall of 1871. Principal Deaderick taught half the year, and his place was then filled by J. V. Bradford. George L. Maloney and W. A. Rice were afterwards employed to give instruction in the classical preparatory department. Of the faculty, as now constituted, President Humes was a graduate of the university, Prof. Payne of Yale, Prof. Bradley of Yale, and Prof. Barker of Harvard. Prof. Kirkpatrick graduated in the class of 1845 at the university and had occupied various positions in the university before the war.

In order to induce the legislature to locate the fund at the university, the corporate authorities of Knoxville had voted \$15,000 to erect a library building. This building was never erected. The university finally brought suit against the city and obtained judgment for principal and interest, amounting to \$20,000. Since that time interest has been paid annually on this sum for the benefit of the library. When President Humes made his first report, mentioned above, in October, 1869, the library contained only 1,000 volumes. The number has been increased to nearly 6,000. Each of the two literary societies also has a library.

In the new organization, as has already been indicated, two preparatory schools were established in connection with the university—one classical and the other English. Principal Butler conducted the classical school in the old "White House," situated on the university grounds, where Agricultural Hall now stands. The English school was taught at the old Hampden-Sidney Academy, on Church street, in the city. It was intended to dispense with all preparatory work as soon as the educational condition of the State would justify such a policy. However, the time was slow to arrive. The preparatory did much good, though always more or less, a disturbing element. Mistakes were oftener made in curtailing it than in giving it greater scope and efficiency. The great lack of efficient preparatory schools throughout the State has made some preparatory work necessary even to the present time, though a regular class is not now maintained.

At first very few appointments for free scholarships were made under the new law. In October of the first term only four young men had availed themselves of this provision. Yet within one or two years a large per cent entered on "free scholarships," and finally but little tuition was paid by those living in the State. For the first two years of the new school the principal railroads of the State returned "appointees" to their homes free. Afterwards, for some years, appointees were passed free both ways, twice a year, by all railways in the State. The favor was then restricted to the indigent, and finally was dropped altogether.

In the fall of 1869 tuition was set at \$15 for five months in all classes except the lowest preparatory students, who paid \$12.50. Room rent was \$5 per year, and the incidental fee the same. Coal could be had

at 22 cents per bushel. The expense of a year's residence at the university ranged between \$150 and \$200. Those needing it could get assistance in the way of remunerative employment. Arrangements had been made to accommodate 300 students. By the end of the year 183 had been enrolled.

For some years after the settlement of the agricultural land grant the management of the university labored under a great embarrassment from a failure of the State to pay the interest on the fund as it came due. It was necessary to borrow money and also to sell State warrants at a discount. Yet, in spite of obstacles, the school was kept running by the president and the trustees.

With the exception of short periods already mentioned, between 1843 and 1860, the military feature had been lacking in the school. The agricultural land-grant act, as previously stated, required military tactics to be taught. At first the Government failed to provide any officer to take charge of this department. In the spring of 1870 a provisional organization was effected by Maj. Hunter Nicholson, who was then professor of agriculture and horticulture. As there was no regular provision for this department, little was done beyond some simple tactic exercises. A company was organized, with Landon H. Charles, of Hawkins County, as its first captain. In a short time Capt. Charles withdrew from school, and First Lieut. P. M. Liles, of Anderson County, was promoted to fill the vacancy. A military suit similar to those of West Point and Cornell University was adopted. The coat was a single-breasted frock of cadet gray; pantaloons were of same material, with a dark-blue stripe down the legs. The hat was of the Army pattern, with a wreath in front, encircling the letters "E. T. U. C." in monogram. All buttons were stamped with the American eagle, having "E. T. U." above and "University" below. Officers' straps were of the regular Army pattern. The next fall Capt. A. S. Marriner, an ex-Army officer, then resident of Knoxville, was secured to conduct the military drills. About this time the State placed about 100 stand of arms, with equipments, at the disposal of the university. The Government delayed to send a regular Army officer until December, 1871, when Lieut. Thomas T. Thornburgh was installed as commandant of cadets. The whole institution was then put under regular West Point discipline. This lasted till the fall of 1890, when all military control was abandoned, tactics only being retained.

The attitude of the new management towards religion may be indicated by an extract from the catalogue of 1869-70, which says: "The institution is not sectarian, as regards religion, but it is intended to exert a decided Christian influence upon the students, and to cultivate among them a healthy moral tone." Through the entire history of the institution it has been the same. Students have always been required to attend church and Sunday school regularly.

In 1870 Prof. Grace left and his place was filled by Prof. Kirkpatrick,

who was changed from the chair of Latin. Principals Butler and Bradford also left and were succeeded by Charles S. Newman, who now became principal of the two preparatory departments, which were combined and taught at the old "White House on the Hill." Prof. Allen having returned from Europe to resume his chair of Latin and Greek, Instructor Beckwith resigned. Prof. Gustavus R. Knabe was made instructor in singing and F. E. Hacker instructor in drawing.

The class of 1871 was the first to graduate after the war. It consisted of 4 members, as follows: S. A. Craig, T. C. Karns, Albert Setzepfand, and J. W. C. Willoughby. Willoughby had the valedictory and Karns the Latin salutatory. S. A. Craig received the degree of bachelor of science, and the rest bachelor of arts.

A mechanical course was now substituted for the scientific, so that the courses then stood, agricultural, mechanical, and classical. A fourth course, called scientific, was added. It was identical with the classical, except that Greek was supplanted by certain studies of the agricultural and mechanical courses. Two shorter courses of two years each, one in agriculture and the other in mechanics, were established this year for the benefit of young men who were advanced in years and had limited means and time. A certificate only was granted for the completion of these. The preparatory still embraced three years for classical and two years for nonclassical students. The summer catalogue made a call for contributions of forest and field products for the museum.

Prof. Atwater returned from Europe in the fall with a supply of improved apparatus for the chemical laboratory, after having studied two years and visited various schools and colleges to gather information for his department. Albert Ruth, A. M., and Levi Van Fossen, PH. B., were appointed instructors in the preparatory department. As has already been mentioned, Lieut. T. T. Thornburgh, of the U. S. Army, in December 1871, became professor of military science and commandant of cadets.

In the latter part of 1871 the farm was surveyed and laid off in fields preparatory to beginning rotation of crops. In 1872 crops were planted and much preparatory work was done. Stock was purchased, a barn built, and as much as possible effected for the teaching of practical agriculture. Several students made half their board by work on the farm.

During the year 1871-72 the number of students nearly doubled, reaching 228. Of these 108 were State appointees. Sixty-five were in the regular college classes, 13 in the two shorter scientific courses, and 150 in the preparatory department. Five graduated in June, 1872—one as bachelor of science and four as bachelors of arts.

The Latin-scientific course and the two shorter scientific courses were discontinued in 1872. Students, or their parents for them, were allowed to choose one of the other courses, but without further latitude in the

selection of studies, unless select studies only should be taken. One year was added to the nonclassical preparatory course, making it three years, or equal in time to the classical course. A collection of about 700 models was obtained from the Patent Office at Washington, in February, 1872, for the use of the mechanical department. Though the two-year courses had been dropped, special studies were still allowed to young men 18 years of age. Postgraduate studies were also announced for the first time. The fee charged for degrees was \$6.50. The cabinet of geology, mineralogy, and zoölogy was growing rapidly, and the large private collections of Prof. Frank H. Bradley were placed at the service of classes.

Early in 1872 the Secretary of War intrusted to the university 200 cadet breech-loading muskets, 2 light 12-pound field pieces, and a supply of side arms for officers.

Instructor Van Fossen, of the preparatory department, resigned in 1872, and Rev. Thomas Roberts, M. A., was appointed to the vacancy. F. E. Hacker resigned as instructor in drawing. Charles Waring, C. E., of the University of Dublin, was appointed to the same position, but does not seem to have served.

During the summer of 1872 the capacity of the college for lodging and instruction was largely increased by the erection of a new dormitory three stories high and 100 feet long. It was located on the east side of the campus, and is now called "South College." The grounds were also greatly improved by grading, planting trees, etc.

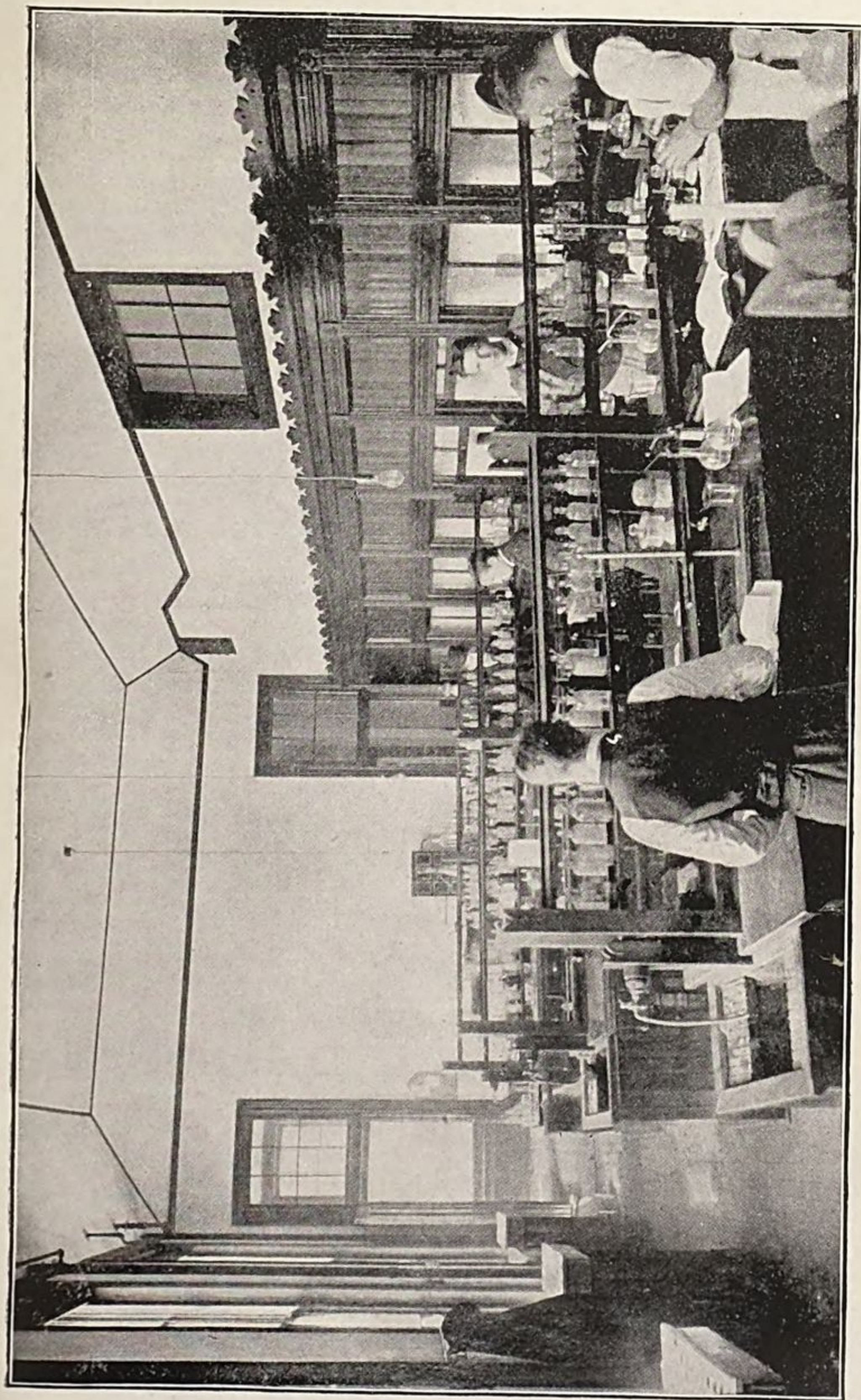
During 1872-73 there was again a great increase in the number of students, the total reaching 271. To supply the demand for teachers and encourage public school education a course for teachers was presented in the fall of 1873. It embraced studies for three years. Every applicant was required to bring a certificate from his county superintendent and declare his intention to teach in the State at least two years. The entrance age was 18.

Notwithstanding the great increase in number of students, expectation seems not to have been satisfied, and in his biennial report to the legislature in January, 1873, we find President Humes pointing out obstacles to the widely extended usefulness of the institution. He says:

The low condition of education in the State, entailed by the late war, has interfered seriously with the widely extended usefulness of the college. As will be seen from previous statements in this report, comparatively few of the students have been able to enter even the freshman class. The large majority need more or less of previous training. Many of them, having lost years of education, are impatient of time, and eager, upon the acquisition of a little learning, to begin the active life of a citizen. Others, of smaller capacity, can not properly overcome the want of earlier instruction and mental training. These find study too irksome, fail in hopeful application, and soon conclude to leave the schoolroom for easier fields of labor. Others still, whose pecuniary means are small, are constrained to think that "the pursuit of knowledge under difficulties," however commendable in the abstract, is too painful for their power of perseverance.



BOTANICAL LABORATORY, UNIVERSITY OF TENNESSEE.



QUANTITATIVE CHEMICAL LABORATORY, UNIVERSITY OF TENNESSEE.

He also speaks of the lack of proper estimate of education and the intense desire of pecuniary gain among the people as the "two serious difficulties in the way of good college work in this region of country." Much of the trouble he very justly attributed to the recent war.

In 1873 several changes in the faculty occurred. Prof. F. D. Allen resigned the chair of Latin and Greek and his place was filled by Morton William Easton, PH. D. Rev. F. Esperandieu was made professor of French in place of Prof. I. B. Barker, who resigned the chair of French and German. Prof. Atwater vacated the chair of general and agricultural chemistry and was succeeded by Prof. B. S. Burton, PH. B. Lieut. Thornburgh having been recalled to the Army, Col. S. B. Crawford was elected professor of military science and commandant of cadets. A special chair of rhetoric and elocution was created and then filled by Rev. Thomas C. Teasdale, D. D. He brought a large number of students from Mississippi where he had lived and had extensive acquaintance. The president took evidences of religion instead of mental science, which was given to Prof. Kirkpatrick. C. S. Newman resigned as principal of the preparatory department, and his place was filled by the promotion of Instructor A. Ruth. Spurrier Howard-Smith, A. B., Eben Alexander, A. B., and William B. Payne, A. B., were elected tutors. L. W. Philson, A. M., and A. L. Wakefield, B. A., B. S., were elected instructors in the preparatory department. The additions to the faculty were necessitated by the increased attendance of students. Prof. Frank H. Bradley resigned the chair of mineralogy and geology in 1874. This chair was then merged with chemistry.

In this year great improvement was also made in the buildings of the institution. The large dining hall on the west border of the grounds was erected. It was three stories high, the first story being designed for the steward's family, the middle story for the students' tables, and the upper story as private rooms for students or faculty. A house for the superintendent was also built on the farm. North College, which had formerly been only a family residence, was, in the year following, much enlarged. The basement was fitted up for the chemical laboratory, while students' rooms were arranged in the upper stories. The chemical laboratory was thus much enlarged. A lecture room, a balance room, and a furnace room were secured and everything put in shape for the highest grade of work.

The attendance during 1873-74 reached 318, of whom 211 were State appointees. This is the highest attendance of the academic department in the history of the university. Fifty-two counties were represented by appointees. Forty counties were unrepresented. It was complained that, while a majority of the students were farmers' sons, they more frequently chose some other course of study than that of agriculture. At the end of the year seven bachelor's degrees and one master's degree were conferred.

The management of the farm for 1873-74 by the trustees was con-

servative. "Doubtful experiments" were avoided. The policy seemed to be to present the best methods already known. At the same time the farm committee turned over to the professor of agriculture a certain tract of ground for the special purpose of scientific experiments. In this connection Prof. Nicholson, who was in charge, says:

Experiments are of two kinds. (1) Those instituted for original investigation to discover some unknown law or fact; (2) educational, or such as are designed to illustrate and teach laws and facts already known. Original experiments are in their nature expensive and can only be carried on by a few men of science in their laboratories or at experiment stations. In these experiments it is not possible for the Tennessee Agricultural College to engage at present, simply because it has not the necessary funds. Educational experiments are within the scope and means of every agricultural college. They have a definite purpose and are eminently practical and are not necessarily costly. Many such might be conducted by students of the higher college classes, under advice of professors in charge, and be made instructive both to students and the public at large.

A notion prevailed among some persons that it had been the intention of the Congressional endowment act to establish manual labor schools in the various States. In reference to this Prof. Nicholson says:

The subject of labor is in no wise referred to in that act. The law of this State does require some labor of the students of the Tennessee Agricultural College, though it does not prescribe the amount, and this requirement has been complied with, as far as seemed practicable. But manual labor is not made a prominent feature of this college, nor can it be without serious detriment to its real interests. * * * Repeated experiments in various parts of the Union, running through forty years, go to prove by their failures that this opinion is true.

He further shows that the successful study of scientific agriculture is based upon a knowledge of the physical sciences and that the student is not prepared to specialize in agriculture till the last years of his course.

In June, 1875, Col. Crawford resigned as professor of military science and commandant of cadets and was succeeded by Lieut. A. H. Nave, of the U. S. Army. W. B. Payne and A. L. Wakefield resigned positions as instructors in the preparatory department and their places were filled by S. B. Crawford, A. B., and T. C. Karns, A. B. The first post graduate students (David H. Ludlow and W. B. Ragsdale) are reported in the catalogue of 1875-76. Lewis M. Herring was appointed instructor in chemistry in 1876. Lieut. J. E. Bloom, of the U. S. Army, was professor of military science and commandant of cadets in 1876-77. A theoretical branch of military instruction was introduced in 1877, consisting of lectures and recitations in junior and senior classes. The attendance in 1874-75 was 315, showing a decline of but 3. In 1875-76 it dropped to 300 and in 1876-77 there was a further decline to 288.

In the summer of 1877 the entire faculty was reorganized. It then stood for the following year as given below:

Rev. Thomas W. Humes, S. T. D., *president and professor of ethics and evidences of religion.*

Richard L. Kirkpatrick, M. A., *professor of logic and English literature.*

Hunter Nicholson, *professor of agriculture and horticulture.*

Morton William Easton, PH. D., *professor of modern languages and comparative philology.*

Eben Alexander, B. A., *professor of ancient languages and literature.*

S. H. Lockett, M. A., *professor of mathematics and mechanical philosophy.*

W. G. Brown, B. S., *professor of chemistry and instructor in geology and mineralogy.*

David Hunt Ludlow, B. A., *assistant professor of mathematics.*

W. G. McAdoo, M. A., S. B. Crawford, B. A., T. O. Deaderick, B. A., *instructors in preparatory department.*

G. R. Knabe, *instructor in vocal and instrumental music.*

Wm. E. Moses, *assistant in analytical chemistry.*

Lieut. Geo. W. Baxter, of the U. S. A., was elected professor of military science and commandant of cadets, and served for a short time in the fall of 1877, but soon resigned, and was succeeded by Col. S. H. Lockett.

In the same year the trustees made separate colleges of the three old courses of study—the agricultural, the mechanical, and the classical. They were now to be known as the College of Agriculture, the College of Engineering and Mechanic Arts, and the Classical College, each having its corps of instructors and separate curriculum. All were of equal rank, but under one government. The catalogue at this time shows a still farther drawing away from the old classical education and the formulation of a new basis in science. This process had been working slowly from the establishment of the Agricultural College in 1869.

In 1878 Prof. Kirkpatrick was changed from the chair of logic and English literature to a new chair of history and philosophy, and Edward S. Joynes, A. M., LL. D., late of Vanderbilt University, was made professor of English language and belles-lettres.

While there was a falling off of attendance as a whole at this time, statistics show that the number of students in the collegiate department was largely increasing, as compared with those in the preparatory. The attendance was also greater as compared with recent years than in most of the Virginia colleges. However, the number of State appointees was perceptibly reduced. Some falling off was attributed to the recent establishment of Vanderbilt University at Nashville. In the early part of 1879 a chair of practical agriculture was established but never filled. In order to afford students an opportunity to enter in accordance with their advancement in various studies without being subjected to a close curriculum, and to give greater opportunity for optional studies, the extreme elective system of organization was now adopted. The existing colleges were divided into schools, each under charge of its own professor. A student entered each school according to his advancement there, and with little reference to what

he might be doing in other schools, except that classes were correlated by a fixed schedule of recitation hours. To give an idea of the progression of studies and methods of instruction at this time, the following remarks appended to the course in agriculture are quoted:

The purely scientific studies in the above course are arranged with systematic progression. A knowledge of the freshman-class studies is essential to the successful study of those of the sophomore class. So in turn a knowledge of the studies of each of the preceding years is requisite to an appreciation of the lectures of the senior class. In the first two years the studies mainly concern elements and principles; in the last two these elements and principles are applied to real life. The method adopted in lecturing is as follows: The topics of the lecture are placed on the blackboard before the class comes into the room. These head notes are copied by the class; the professor then discusses the topics and illustrates them on the board when necessary. At the next meeting of the class each student is required to hand in a written report of the lecture of the preceding meeting. These reports are looked over and corrected by the professor during the intervals between the meetings.

On March 10, 1879, the legislature passed an act changing the name of the institution from "East Tennessee University" to "University of Tennessee." President Humes, in his report to the legislature of 1881, speaking of the matter, says: "By this act the university becomes fully a State institution. Heretofore the State Agricultural College had been part of the East Tennessee University. Now the whole institution receives the name of the State and becomes in the fullest sense by law the State university."

Another act, passed March 24, 1879, provided—

That no further vacancies shall be filled in the board of trustees until the number thereof is reduced by death, resignation, or otherwise below 30, and that in filling vacancies thereafter up to the number of 30 preference shall be given to Congressional districts not represented in the board until each Congressional district shall have at least one representative on the board of trustees.

The same act also provided that a board of visitors—three from each of the three divisions of the State—should be appointed by the governor, holding their office four years, whose duty it should be to visit the university at least once a year and make a report thereon to the governor. Their expenses were to be paid out of the university contingent fund, but no compensation was allowed.

A third act was passed at the same date to provide a better system of appointing cadets in the university. This required the State superintendent of public instruction, in May of each year, to notify city and county superintendents, after giving a notice of ten days, to hold, in the month of June, examinations for candidates for scholarships. It was made the city or county superintendent's further duty, within ten days, to return a list of qualified candidates in order of merit to the State superintendent. It was then made the State superintendent's duty to communicate the list to the senators or representatives, with the number of vacancies existing at the university, and the said senators or representatives were then to make their appointments and communicate the same to the State superintendent, who in turn was to send

them to the president of the university. If the senator or representative should not have candidates to take his full quota of appointments, he could appoint from other counties where there was a surplus. If any vacancies should remain so late as the 10th of August, the president of the university could appoint to the full limit, provided that his scholarships should be for one year only, and should be taken in order of merit and from counties and cities not yet having their quota. After all appointments were made in any county, if a vacancy should occur, the senator or representative of said county could request the county superintendent to make an examination of any candidates he might wish to appoint and report the same in regular order.

By these various acts the university was brought into closer contact with the public school system and became an integral part of State education. Its spirit and character were also broadened and hereafter there was to be less of the local and more of the influence that would reach the full limits of the State and beyond. The trustees in their report to the legislature recommended "that State scholarships in the university be conferred upon pupils in the common schools who are proved by competitive examinations to be most worthy."

On "Commencement Day," June 18, 1879, "The University of Tennessee" was inaugurated in pursuance of the law of March 16, changing the name from "East Tennessee University." In compliance with the act establishing a board of visitors, the governor, Albert S. Marks, appointed the following: Ex-governor James D. Porter, Paris; Hon. J. Harvey Mathes, Memphis; Gen. R. P. Neely, Bolivar; Hon. John C. Gaut, Nashville; Gen. Lucius E. Polk, Columbia; Hon. Z. W. Ewing, Pulaski; Perez Dickinson, esq., Knoxville; Hon. James T. Shields, Bean Station, and Dr. E. M. Wight, Chattanooga, ex-Governor Porter being made president of the board. These were installed into office in connection with the inauguration ceremonies. The inaugural address was delivered by Dr. Humes, president of the university. The installation address was delivered by Gov. Marks, and the response on the part of the board of visitors was made by Hon. Z. W. Ewing. In the conclusion of his address, Mr. Ewing said:

We congratulate you, sir, the officials, faculty, and students of the university, and all of our fellow-citizens, upon their now having within their borders an institution of learning that is their peculiar property, and that bids fair to be to our Commonwealth what the University of Edinburgh is to Scotland, Oxford to England, and the University of Virginia is to that State.

During this commencement an address embracing the early history of the university was delivered before the alumni by Moses White, esq., of the class of 1850, and a poem was recited by Rev. Joseph H. Martin, D. D., of the class of 1843.

MEDICAL AND DENTAL DEPARTMENTS.

About this time arrangements were made by which the Nashville Medical College, located at the city of Nashville, was incorporated with

the university, under the title of Medical Department of the University of Tennessee. A dental department was included in the medical school. The president of the university became president of the medical department also, and conferred the medical degrees in the name of the university. The connection otherwise was very slight. It was hoped that mutual good would result to the two institutions from the union. The medical school, as an independent institution, had been in successful operation for some years. At the time of the union, George S. Blackie, M. D. (Edin.), PH. D., was president of the medical faculty, and Duncan Eve, M. D., dean. Now (1891) the faculty for both medical and dental departments is as follows:

Charles W. Dabney, jr., PH. D., LL. D., *president of the university.*

Hon. William P. Jones, M. D., *president of the faculty.*

Duncan Eve, M. D., A. M., *dean of the faculty and professor of the practice of surgery.*

John S. Cain, M. D., *professor of the principles and practice of medicine, with clinical medicine and general pathology.*

J. Berrien Lindsley, D. D., M. D., *professor of medical chemistry and State medicine.*

J. Bunyan Stephens, M. D., *professor of obstetrics and clinical midwifery.*

William D. Haggard, M. D., *professor of gynecology and diseases of children.*

W. M. Vertrees, M. D., *professor of materia medica and therapeutics.*

Paul F. Eve, M. D., *professor of the principles of surgery, operative and clinical surgery.*

William E. McCampbell, A. M., M. D., *professor of general, descriptive, and surgical anatomy.*

John A. Witherspoon, M. D., *professor of practice of medicine and medical hygiene.*

T. Hilliard Wood, M. D., *professor of physiology.*

William F. Glenn, M. D., *professor of venereal diseases.*

John G. Sinclair, M. D., *professor of clinical diseases of the eye, ear, and throat.*

William G. Brien, M. D., LL. D., *professor of medical jurisprudence.*

J. H. Blanks, M. D., *professor of clinical medicine.*

Haley P. Cartwright, M. D., *professor of physical diagnosis.*

Charles Mitchell, M. D., *professor of microscopy and histology.*

James W. Handly, M. D., *professor of genito-urinary diseases and demonstrator of anatomy.*

Ross Dunn, M. D., *demonstrator of anatomy.*

The course of medical instruction consists of "didactic lectures, with demonstrations, clinical teaching, examinations or quizzes, and practical teaching in subjects involving manipulation." The candidate for graduation must be 21 years of age, of good moral character, and must have studied at least two years. The first year may be passed at some

other reputable college. A graded course of three years is also provided, but it is not obligatory.

The school is located on Broad street and has one of the best equipped buildings in the country. A free city dispensary is located on the ground floor. The fees are: Matriculation, \$5; lectures, \$75; demonstrator's fee, \$10; graduation fee, \$25.

The dental course of study embraces "operative, prosthetic, and clinical dentistry, lectures on oral and clinical surgery, chemistry, materia medica, and therapeutics, regional anatomy, physiology, and microscopy." The requirements for graduation and the fees are similar to those of the medical department.

DEGREES IN 1879.

Returning to our account of the literary department or university proper, at Knoxville, we notice that the degrees conferred in 1879 were divided into collegiate, postgraduate, and professional. The collegiate degrees were bachelor of arts and bachelor of science. The first was given in the classical college and included full courses of study in Latin, Greek, English, history, and philosophy; and partial courses in mathematics, chemistry, natural history, and modern languages. The second was given in the mechanical college and in the agricultural college. In the former it included full courses of study in mathematics, applied mathematics, chemistry, natural history, and partial courses in English, history and philosophy, and modern languages. In the latter full courses in chemistry (including agricultural chemistry), natural history, agriculture; and partial courses in mathematics, applied mathematics, English, history and philosophy, and modern languages. Students could take Latin for equivalent literary studies in the degree of bachelor of science, if approved by the faculty.

The postgraduate degrees were master of arts and doctor of philosophy. The master's degree had hitherto been given in course to graduates of three years' standing who had sustained a good moral character and would present to the faculty a satisfactory original thesis. Instead, now, one year of resident postgraduate study was required. Doctor of philosophy required two years of resident postgraduate study under direction of the faculty.

The professional degrees were civil engineer and doctor of medicine. The former required two years of special study. A teacher's certificate was given to those who properly completed the normal course. Only students 18 years of age could take elective studies exclusively. The cost of a residence of one year at the university was now placed at \$150. In 1879 the first year of the preparatory course was cut off, leaving only two years. Applicants must now be 15 years of age and able to pass in common school studies, and Latin also when there is a desire to enter the classical department.

CHANGES.

In the summer of 1879 some changes in the faculty were made. The chair of agriculture and horticulture, occupied by Prof. Hunter Nicholson, had included also botany natural history, and geology. In order to give greater scope for instruction in these fundamental branches the chair was divided and two new chairs created—the chair of natural history and geology and that of agriculture and horticulture, including botany. Prof. Nicholson was assigned to the former and Prof. John M. McBryde, of Virginia, to the latter. Col. S. B. Crawford was made professor of military science and commandant of cadets, Col. Lockett having resigned. David B. Johnson, B. A., was also made assistant instructor in mathematics.

In July, 1879, a great loss was sustained by the university in the death of Prof. R. L. Kirkpatrick, of the department of history and philosophy. The president in his next report to the legislature tells how Prof. Kirkpatrick had for more than thirty years been connected with the university in “the several relations of student, instructor, and professor, and by his eminent ability and character, his experience and prudence in counsel, and his assiduous devotion to duty, had greatly added to the usefulness and prosperity of the university. His death is deeply mourned by the trustees, by his colleagues in the faculty, and by the entire community.”

Prof. W. G. Brown, of the chair of general and agricultural chemistry, was granted leave of absence in June, 1880, for one year to study his profession in the universities of Germany. Assistant Prof. W. E. Moses filled the chair during the absence of his principal, and Mr. Maury Nicholson, B. S., was appointed assistant instructor. At the same time Prof. M. W. Easton resigned the chair of modern languages and comparative philology to accept a call to the University of Pennsylvania, at Philadelphia. By this resignation and the death of Prof. Kirkpatrick two leading literary chairs were left vacant. The board availed themselves of this opportunity to make some changes. The chair of history and philosophy was assigned to the president. Modern languages went to the professor of English and belles-lettres. The expense of one professorship was thus saved to be applied to the new chair of pure mathematics, which came from a division of mathematics into pure and applied. The instructorship in mathematics was dropped. Prof. Lockett was retained in the department of applied mathematics, and the new chair of pure mathematics was filled by James Dinwiddie, M. A., late professor in Southwestern Presbyterian University at Clarksville.

In 1880 a surveyor's course of two years, a practical agriculture course of two years, and a business course of one year were established. For the completion of each of these, as well as the normal course, a certificate was granted.

Upon the course of practical agriculture, yet somewhat different from it, was founded a system of agricultural apprenticeships, combining

alternate days of class-room instruction and remunerative farm work. The student's labor was paid for according to a fixed scale of prices. He was thus enabled to make his way at college, and at the same time gain valuable knowledge in the practical details of scientific farming.

All candidates for degrees were now required to attend a course of lectures relating to agriculture and the mechanic arts. The preparatory school was reduced to one year of subcollegiate work.

SUMMER NORMAL.

Mainly through the efforts of Mr. Frank M. Smith, superintendent of public instruction for Knox County, a State normal institute was established at the university during the summer of 1880. The session lasted six weeks. Tuition was free. The expense of the school was borne by the trustees of the Peabody fund for education in the Southwest. The university trustees and the city of Knoxville also aided at various times. The teaching force was made up of selections from the university faculty and other experienced teachers. This school continued every summer till 1884, when the Peabody fund was withdrawn. The success of the summer normal varied with different years. More than 200 teachers from all parts of the State attended in 1881. In 1884 over 300 were in attendance. For a while the course of study embraced three years' work. Through the State board of education diplomas were conferred. Those who had completed the first year received certificates to teach, good for one year. Those who went also through the second year had certificates for two years, and those who completed the three years had diplomas for life and were not subjected to further examination by the public school authorities.

DISTINCTIONS AND HONORS.

The university now established distinctions in scholarship. Students who reached a grade of 80 per cent were considered "distinguished." Graduates with this grade were "honor graduates." "Certificates of distinction" were given to all students who reached the fixed grade on all their studies for the year. Certificates of distinguished proficiency were also conferred upon those who attained a "grade of distinction upon the average of any course required for a certificate of proficiency." These distinctions were announced publicly at commencement and also published in the catalogue. Scholarships to a limited number, with exemption from all university fees, were also established for students of the highest standing in a complete course. Somewhat later, additional scholarships were given in associated schools that were preparing students for the university.

FARM EXPERIMENTS.

In 1880 Prof. McBryde secured the erection of the new agricultural hall, located on the east side of University Hill. On the first floor was

the professor's lecture room and laboratory; above was the agricultural museum. A greenhouse and a propagating house were built just west of the agricultural hall.

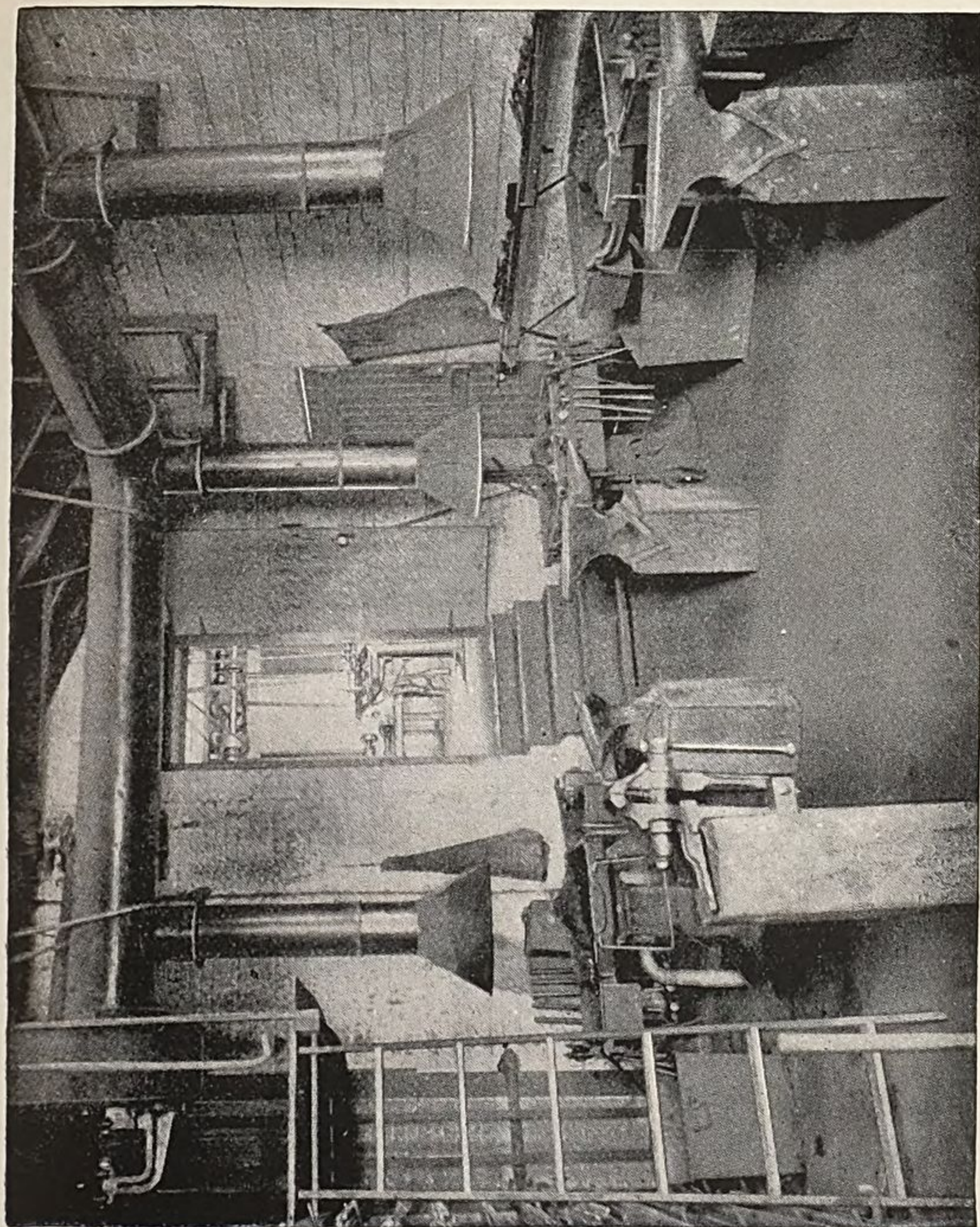
In 1879 Prof. McBryde undertook a number of farm experiments of such practical character as seeding, mode of culture, fertilizing, cattle feeding, ensilage, etc. Later a report of results was made and distributed to the farmers of the State. The experimental farm was put in a high state of efficiency. New building, implements, machinery, silos, apple and peach orchards, fruit gardens of plums, apricots, cherries, quinces, raspberries, strawberries, gooseberries, currants, etc., were provided; also a nursery of 5,000 ornamental trees and shrubs. The professor of agriculture sought to make the farm to his department what the laboratory is to the chemist.

In 1881 an arrangement was made with the Knoxville Business College by which its professors (J. W. Jones and J. F. Jones) would conduct the business department at the university. Separate fees were charged to students who took the business course.

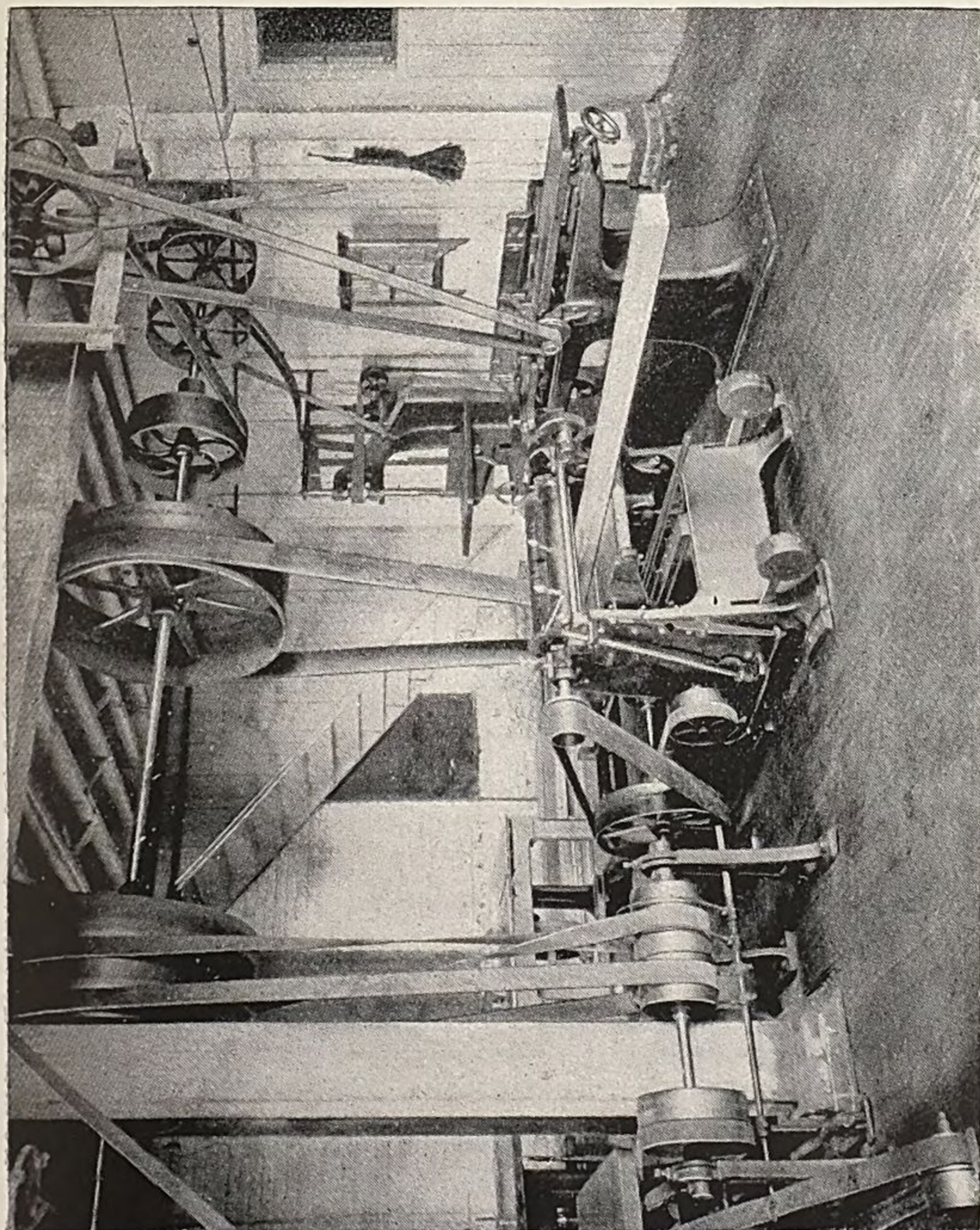
In 1882 Prof. Joynes resigned his chair of English and modern languages. Prof. Rodes Massie, of Virginia, was elected to the vacancy. The chair of agriculture and horticulture was also vacated by the resignation of Prof. McBryde. His successor was Prof. John W. Glenn, of Georgia. As has been stated, Prof. W. E. Moses filled the chair of chemistry while Prof. Brown was absent in Europe during 1881-82. At the end of that time Mr. Moses was made adjunct professor of chemistry.

EXPERIMENT STATION.

In order to extend the usefulness of the agricultural department, the board of trustees on June 8, 1882, established on the college farm an experiment station. A board of control, composed of university trustees, was appointed to manage the station. Prof. John W. Glenn was made director. The work of the station was to be separate from the regular business of the farm. The station management was to hold itself ready to make, without charge, at any time, for citizens of the State, analyses of seeds, soils, fertilizers, and minerals when there was a prospect that such analysis would result in public good. This station was one of the first five in the United States. The State legislature, in 1883, passed an act providing for the analysis and inspection of commercial fertilizers and devoted a portion of the tax assessed to supporting the station. The analyses were to be made by the station in return for its share of the tax. This amounted to no more than \$700 to \$1,000 per annum. There was little else available to carry on the work. Yet many valuable results were obtained. Three reports of 150 to 200 pages each were published and distributed to the farmers of the State. Prof. W. A. Noyes was station chemist from 1883 to 1886. He was succeeded by Prof. W. E. Moses, who served till 1888.



BLACKSMITH SHOP, UNIVERSITY OF TENNESSEE.



WOODWORKING MACHINE, UNIVERSITY OF TENNESSEE.

DR. HUMES RESIGNS.

In 1883 Dr. Humes gave up the presidency and retired to private life. He had occupied the position with great credit to himself and profit to the university for eighteen years. The board decided not to fill the vacancy at present, and authorized the faculty to elect a chairman, who should perform the duties of president. Thereupon Prof. Rodes Massie was elected to the position. At the same time Col. Lockett resigned the chair of applied mathematics. The work of the chair was assigned to Prof. Dinwiddie, who had pure mathematics, and Mr. Lewis C. Carter was elected instructor in applied mathematics. Prof. Brown had also resigned the chair of chemistry and mineralogy. Prof. W. A. Noyes was chosen to fill the vacancy. Col. Crawford, who had formerly been commandant of cadets and instructor in mathematics and military science, was now made professor of military science, commandant of cadets, and adjunct professor of mathematics. Thomas O. Deaderick was raised from instructor in ancient languages to adjunct professor of the same. John N. Bogart was elected instructor of sub-collegiate classes, and William I. Thomas instructor in modern languages and natural history. Another year was added to sub-collegiate instruction, making a course of two years.

Prof. Dinwiddie resigned his chair of mathematics in the summer of 1885. The place was filled by the election of Prof. W. W. Carson, a graduate of Washington and Lee University.

Prof. E. Alexander served as chairman of the faculty during the collegiate year of 1885-86 and at the end of that time resigned his professorship in the university to accept a similar place in the University of North Carolina. Adjunct Prof. Thomas O. Deaderick was promoted to fill the vacancy.

Prof. Noyes at the same time resigned the chair of chemistry and mineralogy to accept a position in Rose Polytechnic Institute at Terre Haute, Ind. Adjunct Prof. W. E. Moses was promoted to the vacancy.

The preparatory course was now again reduced to one year. The vacillating policy regarding this department has been detrimental throughout the history of the university. Frequent changes were also made in the collegiate courses, so that it is almost impossible to trace all of them. There was now a greater tendency to concentrate, and students were allowed less liberty in selecting studies.

Col. S. B. Crawford was made chairman of the faculty for 1886-87. Price Thomas, A. M., was chosen instructor in natural history, agriculture, etc.; Charles Walker, A. M., instructor in chemistry and physics, and T. C. Karns, A. M., principal of the preparatory department.

During the entire history of the agricultural college, public complaints have been made that so few students entered its course of study. The authorities sought in various ways to remedy the trouble, which seemed to be fundamental in society rather than in the university man-

agement. Farmers' sons especially were disposed to take other courses of study and escape the farm life to which they had been brought up. In 1886 the trustees and faculty tried a heroic remedy. All the agricultural and mechanical courses were broadened and extended, while into every other course, except that of engineering, were introduced "at least five leading studies directly relating to agriculture, besides many others less directly bearing on it." In this way provision was made that no graduate of the institution, except from the engineering department, could escape having a fairly good agricultural education.

SHOP WORK.

At this time the feature of practical work in the shop was also introduced. There had been no lack of theoretical instruction in this line, but want of funds and practical leadership had hitherto retarded the real work of the shop. The management now began to feel that the school should be brought more distinctively within the scope intended by the Congressional act of endowment. There had been the same difficulty here that was encountered by corresponding schools in other States. The principles and practice involved were radically different from the system of education hitherto prevailing. Consequently teachers with the peculiar training required were scarce. They had to be produced to meet the new demand. All this took time. Hence we find the development of the agricultural and mechanical school a matter of slow growth. Such a shop as was desired, providing facility for all kinds of work in wood and metal, could not be afforded. So a small sum only was expended for a plain building, equipped with simple machinery for working in wood. This new enterprise was under the advisory control of Prof. W. W. Carson, of the chair of mathematics, but in the direct charge of Mr. L. C. Carter, instructor in applied mathematics. Mr. Carter was a young man of decided taste in this branch of work, and in order to qualify himself more thoroughly spent several months of the summer and fall of 1886 at Purdue University, where the opportunities were especially good. The shop was opened late in the season, and at once became a popular feature with many students. By slow degrees the classical feature was disappearing from the university, while scientific and industrial education took its place.

Early in 1887 the board of trustees, recognizing the need of a permanent and directly responsible executive officer, elected Dr. John M. McBryde president. Dr. McBryde had formerly been very successful and popular as professor of agriculture in the institution and was now president of South Carolina College, at Columbia. He accepted the new position and was expected to take charge at an early day, but suddenly changed his mind and resigned.

NEW PRESIDENT.

At this juncture the board were fortunate in securing Dr. Charles W. Dabney, jr., State chemist of North Carolina and director of the

North Carolina Agricultural Experiment Station. He agreed to accept the presidency on condition that he should have full power in directing, controlling, and shaping the policy of the institution. To this the board readily agreed, and the new president entered upon his duties early in August.

Dr. Dabney is a native of Virginia—the son of Dr. Robert L. Dabney—and descended from an old Huguenot family—the D'Aubignés. He graduated at Hampden-Sidney College and also at the University of Virginia. He was then professor in Emory and Henry College, and afterwards went to Germany, where he took the degree of doctor of philosophy at Göttingen. Davidson College conferred upon him the degree of doctor of laws in 1889. He had held several important positions in his adopted State—North Carolina—where he was a member of a commission to visit the industrial schools of the country and propose plans for a technical college in that State. Dr. Dabney brought to his new field of work a full, vigorous manhood and broad culture; a bold business adaptability, and an eager desire to put into practice his ideas of technical education. Henceforth “industrial” education is the watchword—not the training of farm laborers or the teaching of a trade, but the thorough education of young men in the principles and practice of industrial science, so they may go out into the world to be masters or directors of industry in the field, the shop, and the mine.

Before Dr. Dabney's accession, Clifford L. Newman, B. S., of the Alabama Agricultural College, had been elected assistant professor of agriculture and natural history. S. N. Smith, B. A., a graduate of the university, was made instructor in languages, and Charles N. Julian instructor in pure mathematics. J. E. Matheny was afterwards made instructor in shorthand. W. I. Thomas was changed from instructor in ancient and modern languages to adjunct professor of English and modern languages.

NEW EXPERIMENT STATION.

In March, 1887, Congress passed what is known as the Hatch bill, to establish agricultural experiment stations in connection with the various agricultural colleges already founded in the different States. On the 28th day of the same month the Tennessee legislature passed an act accepting the gift (\$15,000 per annum) and bestowing it upon the agricultural college of the university, with the provision that all the conditions of the donation shall be carried out. In order to better meet the demands the university trustees, in the following July, reorganized the agricultural department. President Dabney was made director of the station and entered upon his duties on the 4th of August. By an oversight no special appropriation clause had been included in the Congressional act, consequently nothing was realized till the meeting of the next Congress. Little could, therefore, be done till the spring of 1888. However, wishing to push matters as fast as possible, Director Dabney added two men to his staff in September, 1887, viz, C. S. Plumb and C.

L. Newman. The former was at the same time elected professor of agriculture and took his place in the faculty. Mr. Newman's election to a faculty position has already been mentioned. Prof. Plumb came from the assistant directorship of the New York Station, at Geneva. Mr. Newman had formerly been assistant at the Alabama Agricultural Experiment Station. He entered upon his duties at once. Prof. Plumb came on the 15th of October. As no funds were yet available, the practical work was at first limited. Yet plans were prepared for extensive operations in the following year. During the latter part of 1887 a system of field and feeding experiments was organized. Something was also done in a horticultural line. Fruit trees were planted and a tool house erected. The old experiment station had operated without buildings or apparatus of any kind except such as belonged to the university, and the new organization had to begin in the same way. However, steps were soon taken by the director to furnish the new station with all the needed equipments. During the summer of 1888 a new station building, worth \$6,800, was erected adjoining the agricultural hall on the south. The latter had never been completed. Both were now fitted up as one building for the accommodation of the station and the agricultural department of the university. The best gas, water, heating, and ventilating fixtures were put in. On the first floor were lecture room, library, chemical laboratory, offices, etc. Above were a large museum, botanical laboratories, biological and entomological laboratories, photographic room, etc. The first bulletin, containing (I) History and Reorganization, and (II) Dehorning Cattle, appeared in April, 1888.

In addition to the improvements for the experiment station and the agricultural department, a new mechanical building was erected in the summer of 1888. It was arranged to contain lecture room for physics, room for drawing, tool room, carpenter shop, lathe room, machine shop, blacksmith shop, boiler rooms, etc. The structure was of brick and cost \$11,500. It has since been equipped with the best modern machinery and apparatus for giving instruction in the line of mechanic arts. About 100 students had entered this department in the fall of 1888.

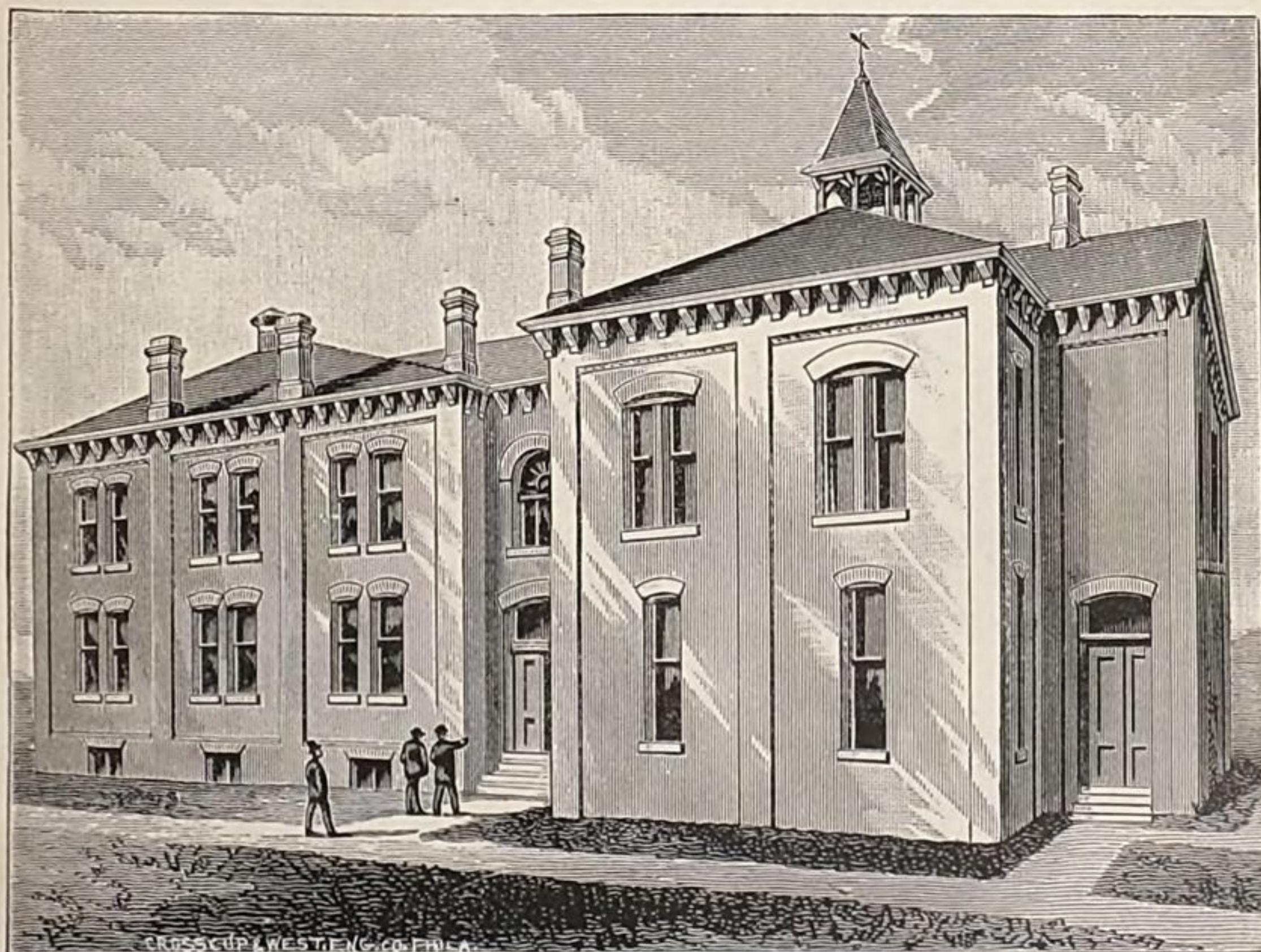
At the same time a residence was built for the president, at a cost of \$5,000. It was located just east of the experiment station, overlooking the Tennessee River.

REORGANIZATION OF 1888.

President Dabney made few changes during his first year. He came into the work late and spent most of the year in organizing and fitting up the experiment station. Some changes and additions were made in the curriculum and teaching force. Dilapidated buildings were repaired and offices fitted up, but the rest of the year was spent largely in taking an inventory of stock and formulating plans for the future. In the summer of 1888 an entire reorganization was effected.



MECHANICAL BUILDING, UNIVERSITY OF TENNESSEE.



AGRICULTURAL AND EXPERIMENT STATION BUILDING, UNIVERSITY OF TENNESSEE.

As an index to the president's policy in the new organization, we quote from his report to the legislature in December, 1888. He says:

The "leading objects" of these colleges were to be, in the language of the act, "to teach such branches of learning as are related to agriculture and the mechanic arts, * * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

As interpreted by the best authorities and illustrated by the best institutions, this means that these colleges are to teach the sciences, and train youth in the methods of the two great producing industries, farming and manufacturing, including planting, stock-raising, mining, engineering, both mechanical and civil, and general business. They were to be polytechnic institutes, not mere manual labor or industrial schools—though scientific men, engineers, and farmers should all be trained to work with their hands—but schools of the natural sciences, of engineering and technology; not schools to train farm laborers, miners, mechanics, and mere artisans, for these can be best trained on the farm, in the mine, or the shop, but institutes for the education, in the broadest sense of that word, of the future scientific agriculturist, the mining engineer and metallurgist, the mechanical engineer, and the manufacturer of our country.

It would be entirely unnecessary to stop to show that our country, and especially our State, needs such trained experts. We have boasted about the "wonderful resources of the South" and their "development" until we are sick of the very words. But we do want to see something made out of them. What are our boasted climate, our fertile soils, forests of timber, or mountains of ore to us until turned into wealth?

We are more weary still of this wretched twaddle about the "need of the immigration of skilled labor and of capital" to the South. Our best "resources" are our robust young men and women. We want to "develop" the power that is in them. This can only be done by education, and if we want to "develop our resources" we must educate our youth in the sciences and the useful arts.

Nine-tenths of the engineers in our mines and on our railroads and the skilled mechanics in our shops and factories are imported. Our chemists, electricians, architects, and mechanical engineers all come from the North or abroad. This is well, but not best. The mechanic who comes from Pittsburg with his kit of tools to set our boilers, adjust our engines, and arrange our factories will do his work, pack his kit, and, like the Chinaman, take himself and his earnings back to the land he came from. Foreign capital acts in very much the same way. It is well enough to have English speculators buy up our valuable mineral and timber lands and work them, even if the profit goes back to London, but it would be a great deal better, even if it came not quite so soon, if our young men supplied the brains to open up and the money to own these properties.

The only sure way to develop a country is by developing its people. The boys of to-day are the men of to-morrow. The only permanent development is the education of, the development of power in, the man. To this end we need more schools of science and technology in the South. Custom and traditions are leading our Southern colleges and universities to devote their attention too exclusively to languages and literature. It is folly to continue, as Huxley expresses it, "in this age of full modern artillery, to turn out our boys to do battle in it, equipped only with the sword and shield of an ancient gladiator." The chemist's balance and the engineer's transit are better instruments for these times.

In a scientific age and an industrial section an exclusive education in the dead languages is a curious anomaly. The flowers of literature should indeed be cultivated, but it will not be wise to send men into our fields of industry to reap the harvest when they have been taught only to pick flowers and push aside the wheat.

Our youth have the capacity and taste for these pursuits equal to any others. President Walker, of the Massachusetts Institute of Technology, makes, in a recent

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report, the following remarks, which are most pertinent to this subject: Says he: "Among the gratifying features is the appearance of students from eleven Southern States. Believing, as I do, in the almost boundless possibilities of industrial growth in that portion of our country, it is with keen delight that I see so many of the generous youths of the South turning from the rhetorical and dialectic exercises, which so engrossed the educational interests of the generations past, to qualify themselves, by scientific and technological study and practice, to lead and direct the development of the industrial energies and the natural resources of that fair land."

It is a trite but true remark that we need to diversify our industries. Industrially and commercially our country is not in a healthy condition. We buy too much abroad and make too little at home. This subject is so important, and so intimately connected with our industrial and technical college, that a fuller consideration of it is justified.

In speaking of the industrial changes of the last thirty years, President Dabney says:

All of the important industries were represented on the old time Southern farm. The wagon, plow, and blacksmith shop, the mill, the tannery, and the spinning and weaving house were the farm factories. In those days our people lived on the products of the farm to a great extent. Now-a-days they live out of the stores.

There was not such a need for technical schools in those good days as there is now. The boy saw the illustrations of simple industries everywhere, and daily opportunity was afforded him of trying his hand at some of them. Though he had far less familiarity with books, he had a much better acquaintance with the realities of life.

Every observer must see that the manufactures are steadily leaving the farms and firesides of our people, and with them the best opportunities for the industrial training of youth. Now the tendency everywhere is toward the concentration of industries. Even the small factories in the towns are dying out. Great combinations of capital choke out the small ones, and all the manufactures are collecting in the great cities. This movement tends to make an agricultural section more and more dependent and helpless.

Now, do not the people of the South know what this means by this time? Have we not learned that the farming profession bears a very undue share of the burdens of all kinds? The farmers are the only people who do not "combine." We are yet to hear of a farmers cotton "trust" or corn "trust." The result is that the financial system of the country, the corporation laws, the tariff laws, the railroad, and nearly all the laws are against the land and the land owners. That property which is the foundation of all prosperity is made to bear nearly all the burdens, and that man who should be the freest in the world is made the "hewer of wood and the drawer of water" for every other class. To remain an exclusively agricultural people, and to buy all we need, means continued financial and commercial dependency, continued slavery to every class and interest—continued poverty.

We hear a good deal, in the cotton-growing sections particularly, about the poor shiftless farmer who mortgages his farm, his mules and implements, his very crop itself, six months before it is made, to the commission merchant who "runs" him. He is but a type of the country, or state, which lives, in these days, upon farming alone. The state with only one industry, or one leading means of making a living, is just as badly off as the farmer with only one mortgaged crop. I have somewhere seen this illustration used: The South produced, we will say, \$300,000,000 worth of cotton last year. Suppose we keep the whole crop, for one year, at home for manufacture and distribution. You begin by scattering \$300,000,000 through our land, the price of the raw cotton. Next, let us spin it into yarns, and we almost double its value, and in doing so put nearly \$300,000,000 into the pockets of our people. You have now about \$600,000,000 worth. Now weave these yarns into the best cloth, and you again double its value. You have \$1,200,000,000 worth of prop-

erty, or four times what your crude material was worth. Sell it now and you have almost enough money to pay the National debt. This is the possibility. It is an ideal case, and the commerce of the world does not work in an ideal way, but the nearer we approximate this, the better it will be for us.

There is a great deal of meaning in what Emerson said, "If you do not use the tools they will use you." If you do not use machines yourself, the men who do use them will make a tool and a slave of you.

The *genus homo* has been described by the naturalist as the tool-using animal. Certainly the higher he gets up in the scale of being the more does he use tools. Ours is the age of tools. I believe it was Sir John Lubbock who said: "The old poet chose for the theme of his song 'Arms and Men.' 'Tools and Men' should be the theme of the epic of this century."

The state must promote higher education in all departments, but there are these great economic reasons why it is especially interested in scientific and technical education. Science and technology have direct influence upon the lives and fortunes of the people, and promote the industries which it is the peculiar duty of the state to cherish.

In our country there are two great classes of universities or institutions for higher education—1, the state schools; 2, the denominational or church colleges. Each class has most excellent reasons for its existence. On the one hand, the Christian parents, of any denomination, have a perfect right, and a sound motive, for desiring that their sons shall be trained, especially in their earlier years, according to their own peculiar ideas as to religion and morals. On the other hand, the state must see to it that all young men are educated for the greatest usefulness and the highest success in life. State aid to higher education has become an established fact and a leading portion of the policy of all enlightened governments, though the time was when it was vigorously attacked by the clerical element, as it rarely is now, except in the most backward and ignorant communities. All true religion and philosophy teach us that we are our "brother's keeper," and, amidst all these classes and sects among men, there is no other omnipresent and impartial agent except the state to see to "our brother's" proper education.

The clerical influence has, properly enough, caused denominational colleges to devote themselves in the past almost exclusively to the cultivation of literature and the classics. In this field this class of institutions has done an unspeakably vast and far-reaching work in America. Nearly all of our American universities were founded upon church schools. The devoted pastor who taught the children during the week and the grown people on the Lord's day laid the foundations for good education in this country. The old dominie did the pioneer work and did it well. But he and his schools can never, from the nature of his training, become a leader in scientific research and in making correct interpretations and applications of science. It is his business, following St. Paul, to fight "science falsely so called," and while doing this, history shows that he is not a particularly good friend of true science or of anything new in science. Hence it has become the special province of states to promote the natural sciences, both general and economic. Without neglecting languages, literature, or philosophy, as the church colleges do not omit the natural sciences altogether from their courses, state institutions are particularly charged with the advancement of knowledge in this department. In a measure the one class of institutions is the complement of the other. It is safe to say that neither can, or should, take fully the place of the other in our American system of education, though the state school is steadily tending to and must ultimately become, everywhere, the broadest and the most liberal, and realize most fully the true university idea.

The board of trustees, under whom the reorganization was effected, embraced the following names: His Excellency Robert L. Taylor, governor of Tennessee, *ex officio*; Hon. John Allison, secretary of state,

ex officio; Hon. Frank M. Smith, superintendent of public instruction, *ex officio*; Hugh L. McClung, Hon. O. P. Temple, Frank A. R. Scott, Robert H. Armstrong, S. H. Smith, M. D., R. P. Eaton, H. L. W. Mynatt, Hon. D. A. Nunn, Edward J. Sanford, W. A. Henderson, esq., Hon. J. M. Coulter, Rev. James Park, D. D., James D. Cowan, C. Deadrick, M. D., John M. Boyd, M. D., Hon. George Brown, J. W. Gaut, Samuel L. McKinney, William Morrow, M. D., William B. Reese, esq., Moses White, esq., James Comfort, esq., Samuel B. Luttrell, and Robert Craighead.

The officers of the board were Dr. Charles W. Dabney, jr., president; Robert Craighead, treasurer, and S. H. Smith, M. D., secretary.

The board of control of the agricultural experiment station consisted of O. P. Temple, J. W. Gaut, R. H. Armstrong, James Park, D. D., and Robert Craighead.

The board of visitors, appointed by the governor, consisted of Charles Mason, Jonesboro; John W. Paulett, Knoxville; Rev. George Stuart, Cleveland; J. W. Sparks, Murfreesboro; Clinton Armstrong, Lewisburg; T. B. Harwell, M. D., Pulaski; William Sanford, Covington; J. Harvey Mathes, Memphis, and S. B. Williamson, Trenton.

The officers of government and instruction elected were:

Charles W. Dabney, jr., PH. D. (Göttingen), *president of the university*.
Thomas W. Jordan, A. M. (graduate University of Virginia), *dean of the college*.

Kenneth G. Matheson (South Carolina Military Academy), *commandant of cadets*.

The faculty elected, in the order of official seniority, were as follows:
William W. Carson, C. E., M. E. (Washington and Lee University), *professor of mathematics and civil engineering*.

Charles W. Dabney, jr., PH. D. (Göttingen), *professor of organic and agricultural chemistry*.

Charles S. Plumb, B. S. (Massachusetts Agricultural College), *professor of agriculture*.

F. Lamson-Scribner, B. S. (Maine State College), *professor of botany and horticulture*.

J. S. Coon, M. E. (Cornell University), *professor of mechanical engineering and physics*.

Thomas W. Jordan, A. M. (graduate University of Virginia), *professor of Latin language and literature*.

Charles E. Wait, C. E., M. E. (University of Virginia), PH. D. (University of Missouri), *professor of general and analytical chemistry and metallurgy*.

Charles W. Kent, A. M. (University of Virginia), PH. D. (Leipsic), *professor of English and modern languages*.

Edward E. Gayle, first lieutenant, Second Artillery, U. S. A., *professor of military science and tactics*.

Theodore F. Burgdorff, passed assistant engineer, U. S. N., *associate professor of mathematics and engineering.*

Thomas C. Karns, A. M. (University of Tennessee), *associate professor of the English language and of literature and of history.*

Henry E. Summers, B. S. (Cornell University), *associate professor of biology and zoölogy.*

Clifford L. Newman, B. S. (Agricultural and Mechanical College of Alabama), *assistant professor of agriculture.*

Kenneth G. Matheson (South Carolina Military Academy), *assistant professor of English.*

S. N. Smith, A. M. (University of Tennessee), *instructor in ancient languages.*

Charles Hancock (graduate Miller Manual Labor school of Virginia), *instructor in mechanics.*

David B. Oviatt (Cornell University), *instructor in drawing.*

William R. Ellington (University of Tennessee), *instructor in mathematics.*

J. E. Matheny, *instructor in bookkeeping.*

Dr. J. E. Kennedy, *physician.*

Prof. W. W. Camson, *secretary of the faculty.*

Prof. Chas. S. Plumb, *librarian.*

Capt. K. G. Matheson, *inspector of buildings.*

Robert J. Cummings, *superintendent of the farm.*

The officers of the agricultural experiment station elected were:

Charles W. Dabney, jr., PH.D. (Göttingen), *director.*

Charles S. Plumb, B. S. (Massachusetts Agricultural College), *assistant director, in charge of field and feeding experiments.*

F. Lamson-Scribner, B. S. (Maine State College), *botanist and horticulturist.*

Winthrop E. Stone, B. S., PH. D. (Göttingen), *chemist.*

Henry E. Summers, B. S. (Cornell University), *entomologist.*

Clifford L. Newman, B. S. (Agricultural and Mechanical College of Alabama), *assistant.*

Robert J. Cummings, *foreman of experiment farm.*

Thomas L. Norwood, A. M. (University of North Carolina), had been elected professor of modern languages and English and also dean of the faculty, but very unfortunately sickened and died before the term opened.

As will be seen, the faculty now consisted of 9 professors, 3 associate professors, 2 assistant professors, and 5 instructors.

Including both experiment station and faculty, the universities and colleges represented were as follows: German universities (Leipsic and Göttingen), 3; University of Virginia, 3; Cornell University, 3; Massachusetts Agricultural College, 2; University of Tennessee, 3; Washington and Lee University, 1; West Point, 1; United States Naval

Academy, 1; Maine State College, 1; South Carolina Military Academy, 1; Alabama Agricultural and Mechanical College, 1; Miller School of Virginia, 1.

The departments of instruction comprised, first the academic, which was subdivided into the collegiate and the university, or post-graduate; secondly, the professional, located at Nashville, which was subdivided into a course in medicine and a course in dentistry.

The collegiate department embraced the following courses of study:

- (a) Literary-scientific.
- (b) Latin-scientific.
- (c) Course in agriculture.
- (d) Course in civil engineering.
- (e) Course of mechanical engineering.
- (f) Course in chemistry.
- (g) Course in mining engineering.

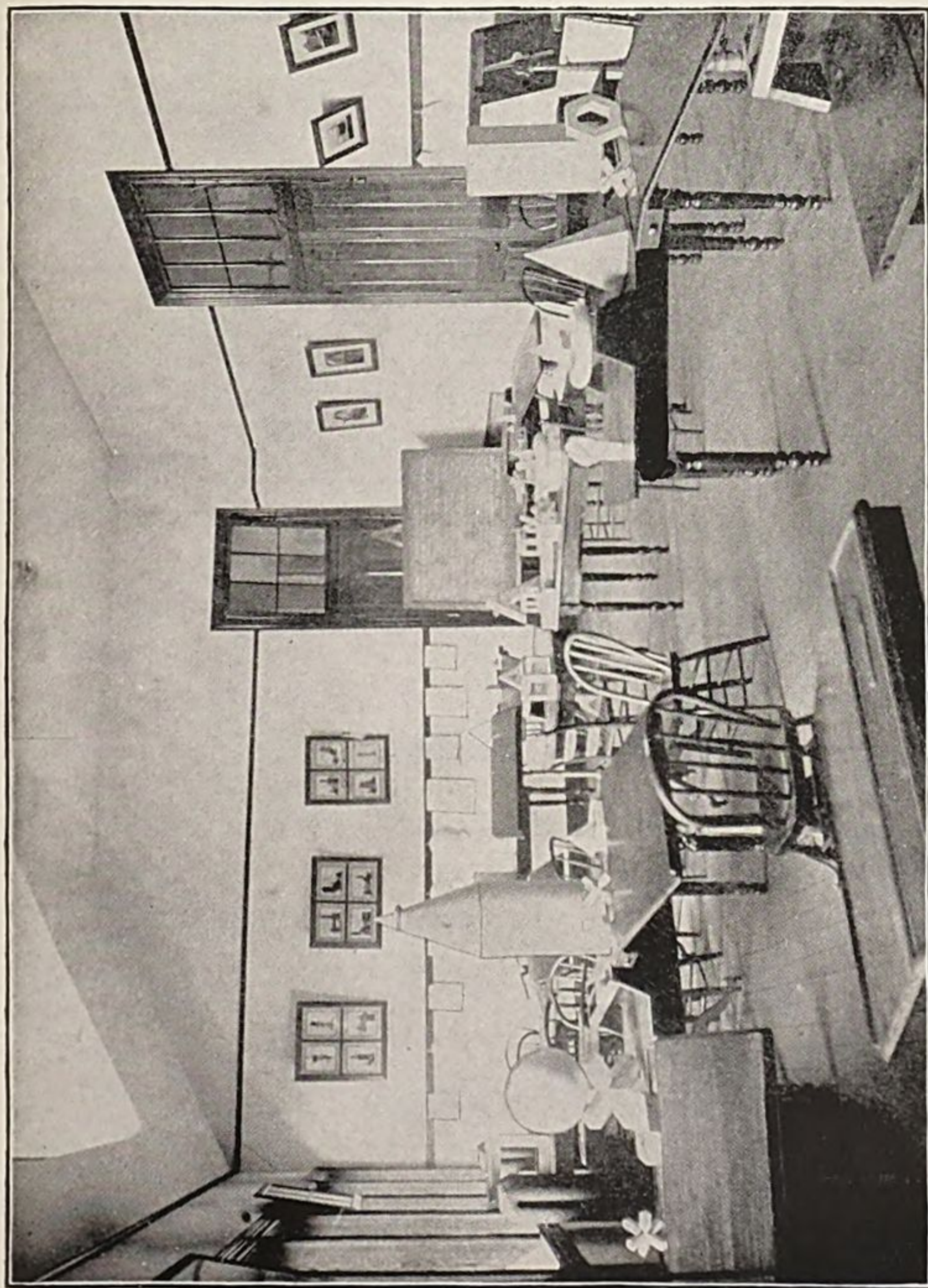
These led to the degrees of bachelor of science, bachelor of philosophy, bachelor of agriculture, bachelor of science in engineering, and bachelor of science in applied chemistry.

The university department included courses for the graduate degrees of master of arts, master of science, and doctor of philosophy. The first and second required one year of study; the third, two years. Secondly, were the professional courses, leading to degrees of civil engineer, mining engineer, and mechanical engineer. In the third place were courses for special students in the various departments. University students working for degrees were required to be graduates of the academic department of this or equivalent schools and resident at the university. Master of agriculture was afterwards introduced.

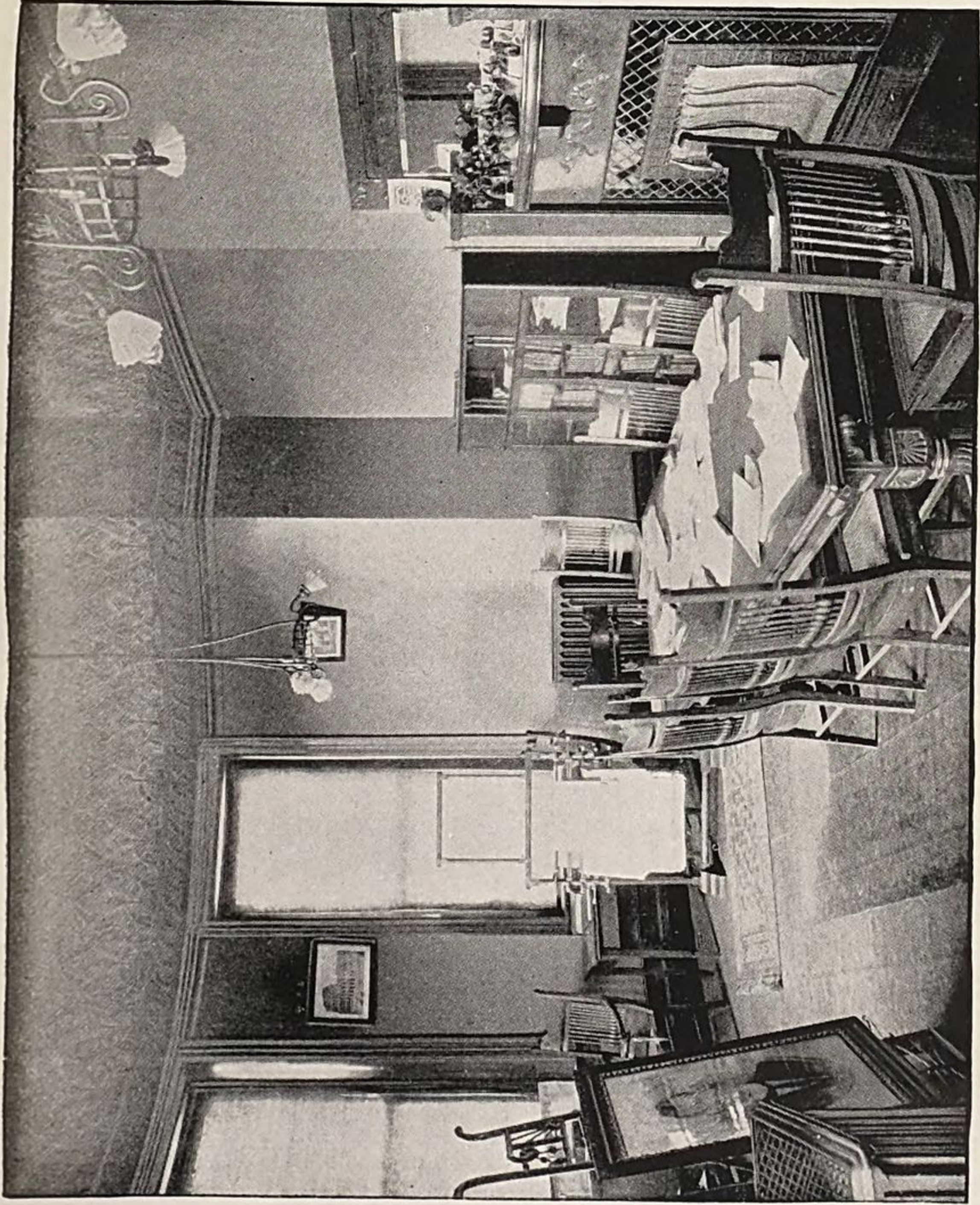
The medical department at Nashville gave the degree of doctor of medicine; the dental department, that of doctor of dental surgery.

The following subdepartments, or schools, were included in the academic department:

- (1) School of ancient languages, with one professor and one instructor.
- (2) School of English and modern languages, with two professors and one assistant professor.
- (3) School of mathematics and civil engineering, with two professors and one instructor.
- (4) School of mechanical engineering and physics, with one professor and two instructors.
- (5) School of general and analytical chemistry and metallurgy, with one professor.
- (6) School of agricultural and organic chemistry, with one professor.
- (7) School of agriculture, with one professor and one assistant professor.
- (8) School of botany and horticulture, with one professor.
- (9) School of biology and zoölogy, with one professor.
- (10) School of military science and tactics.



FREE-HAND DRAWING ROOM, UNIVERSITY OF TENNESSEE.



READING ROOM, UNIVERSITY OF TENNESSEE.

The preparatory department was abolished. A few subcollegiate classes were retained to meet a present demand.

Four new schools of study had been established, viz: Mechanical engineering and physics, agricultural and organic chemistry, botany and horticulture, and biology and zoölogy.

The president, the dean of the college, and the commandant of cadets constituted a governing committee for discipline among the students. All collegiate students were put under strict military rules. The dean also had charge of entrance examinations, classification, records, and reports.

The library was overhauled and recatalogued according to the well-known Dewey decimal classification system. It now contains, as previously stated, about 6,000 volumes. The experiment-station library contains 2,500 volumes.

As regards the working policy of the school, President Dabney bent every energy in the direction of science and industrial lines. Latin and Greek were still retained, but they were made far less prominent than formerly. The work was well done, but fewer students were encouraged to take it. The work in all departments was made largely practical in character. Students were trained to habits of observation. The eye was taught to see and the hand to execute, "believing," in the words of the president, "that the best way to learn to do a thing is by doing it." Hence a great deal of time was devoted to practice and laboratory work, in which the student sought to apply the principles taught and was encouraged to discover new facts for himself. As lectures were delivered in chemistry, biology, and botany, students were expected to work out in the laboratory the principles set forth. The microscope was extensively used in studying the fungous diseases of plants, etc. Much special work was done in the study of the grasses. The agricultural classes had practical work in the field, garden, orchard, dairy, and stable, and were expected to become familiar with the use of farm implements and machines. In horticulture students were taught grafting, budding, use of hotbeds, etc. Students in engineering surveyed imaginary railroads, built bridges, and constructed tunnels. In mechanical engineering they drew plans, worked in wood, and learned the use of machines. In biology they dissected and studied animals, collected specimens, and made classifications. Even in the more literary studies, where the practical is not so easy, laboratory methods were extensively pursued.

In 1889 the teachers' course, which had been left out of the new organization, was revived. It extended over two spring terms of five months each. Those completing it were granted a certificate. Only actual teachers could enter. Improvements went steadily forward this year. Electric lights and electric bells were put in and further repairs were made.

Prof. C. S. Plumb resigned the chair of agriculture in April, 1890,

and also his position in the experiment station, to accept a position in the Indiana State experiment station. His place was filled the next year by the election of Maj. C. F. Vanderford, formerly of the State agricultural department at Nashville. Prof. Stonewall Tompkins was also elected superintendent of shops, vice J. S. Coon, resigned. W. M. Yager was made instructor in mechanics, and H. J. Darnall instructor in German. Commandant Matheson also resigned in 1890, and his office was added to the chair of military science, occupied by Lieut. E. E. Gayle, of the U. S. Army. Cooper D. Schmitt, M. A. (University of Virginia), was elected assistant professor of mathematics.

The experiment-station work was greatly increased after the reorganization. Various collections were made. The Gattinger Herbarium, of Nashville, containing 4,500 plants, was purchased for use of university and station. Fungi and other specimens were secured from various parts of this country and foreign countries. The publications of the stations were of three kinds: annual reports, quarterly bulletins, and special bulletins; the last at irregular intervals. The annuals give full details of the work in the various divisions. The quarterlies contain brief outlines of the same where early publication is necessary. The specials are to give the farmer information which may be urgently demanded without any delay. Among the various subjects upon which bulletins have been issued, the following may be mentioned: "Weeds of the Farm," "Grasses of Mountain Meadows and Deer Parks," "Diseases of the Irish Potato," "Chemical Compositions and Tests of Varieties of Strawberries," and "Points about Country Roads."

President Dabney resigned the station directorship in 1890 to become station chemist, Dr. Stone having resigned to take a professorship in Purdue University. Prof. Scribner was then elected station director. Other additions and changes occurred about the same time. L. P. Brown was elected acting chemist for a while, to be succeeded by J. B. McBryde as assistant chemist. W. N. Price succeeded C. L. Newman in the field and feeding division. Paul F. Kefauver has been added to the staff as agriculturist. The entomologist, H. E. Summers, resigned and went on a scientific expedition to South America in 1891.

In order to accommodate working men who could not attend the day sessions, a night school was established in the fall of 1889. It was of an industrial character. The citizens of Knoxville aided liberally with their means. Instruction was given in English grammar, composition, and rhetoric; practical book-keeping, algebra, geometry; freehand, elementary, and advanced mechanical drawing; penmanship, business letters and forms; fuels and furnaces; boilers and steam engines; electricity and its applications; methods of heating and ventilating; chemistry of iron and steel; mortars and cement; photography, blue-prints, etc. No tuition was charged and the instructors, who belonged to the university, donated their time. The sessions were held in the Mechanical building on Monday, Wednesday and Friday evenings throughout

January, February, March and April. The members of the teaching force were: Prof. S. Tompkins, principal; Prof. T. W. Jordan, language; Prof. T. C. Karns, English; Prof. C. D. Schmitt, mathematics; Prof. R. S. Collins (of Knoxville Business College), book-keeping and penmanship; W. R. Ellington, freehand drawing; W. M. Yager, mechanical drawing. A number of popular lectures on such subjects as chemistry, electricity, and political economy, were delivered during the session.

DEPARTMENT OF LAW.

At the beginning of the second term of 1889-90, a department of law was established with ex-Supreme Judge Thomas J. Freeman, dean and professor in charge. The course of study extended through two years, though students could by previous study enter the advanced class. After passing the first term of first year the students organized a moot court for the practice of the principles acquired. The course led to the degree of bachelor of laws. To enter, applicants must be 19 years old and have a good English education. Law students could also enter literary classes with privilege of reading room and library, as well as become members of the literary societies. Tuition was \$50 for five months. Special lectures by distinguished members of the bar are delivered annually. Judge Freeman was a native of Tennessee. He sat on the supreme bench of Tennessee for sixteen years. The reports for that period bear witness to his industry, ability, and learning. During the spring term of 1891 Judge Freeman was compelled to rest on account of ill health. His place was filled by Hon. H. H. Ingersoll, a graduate of Yale, and a prominent lawyer in the State and national courts. Judge Freeman died in the fall of 1891, and Judge Ingersoll succeeded him as dean. Mr. George E. Beers, a graduate of the Yale Law School, was elected associate professor. The first law class, numbering 7 members, graduated in 1891.

YOUNG MEN'S CHRISTIAN ASSOCIATION.

Messrs. Hall and Cree, of the international committee of Young Men's Christian Associations, held some meetings at the university in 1877, and on February 2 of that year organized a local association. D. B. Johnson, of the class of 1877, was the first president; James H. Cowan, vice-president; Charles J. Heiskell, secretary; and John M. Allen, treasurer. The first meetings were held in the old chapel. Afterwards a room was secured in the steward's hall, and later apartments were opened on second floor of East College. In 1887 rooms were fitted up on first floor. The association has had its seasons of difficulty, but, from a small beginning, has arisen to be a power in the life of the school. It brought together at Knoxville the first conference of associations in East Tennessee. The university association has rarely failed to be represented in international and State conventions. One of its

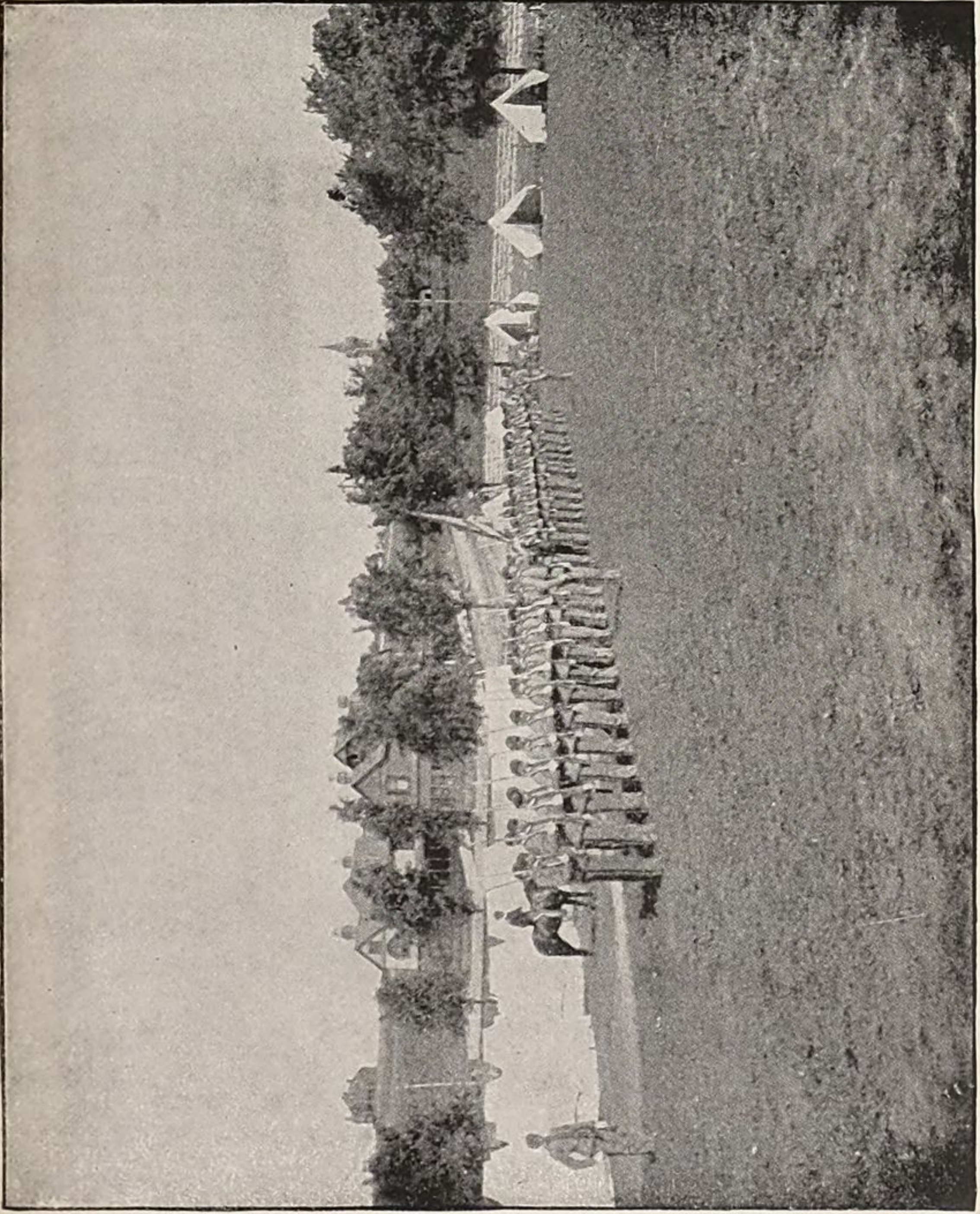
most zealous members, Mr. James H. Cowan, has done much good work, not only locally but through the State. A convention of the East Tennessee college associations was held at the university in February, 1889. Seventy delegates were present. A great revival among the students followed, in which 35 were converted.

On February 22, 1890, Mr. C. K. Ober, of the international committee, held a meeting at the university and started a subscription for a new building. Many students subscribed \$100 each, and as a result \$3,500 was raised on the spot. After some days \$6,000 was reached. The university trustees offered \$3,000 provided \$7,000 was raised in a given time. The amount was secured and dirt was broken for the new building on June 9, 1890. The ambition of the founders grew as time progressed, and the result is a fine, modern three-story building, which, with equipment, cost about \$20,000. It stands on the southeast side of the campus and commands a fine view of the river and mountains. The first floor is devoted to a bowling alley, ball cage, and heating furnace. On the second floor is the gymnasium, barber shop, amusement rooms, dressing rooms, lockers, and bath rooms. On the third (entrance) floor are the secretary's office, reception room, drawing room, reading room, assembly hall, race track, and visitors' gallery. This is the first college Young Men's Christian Association building erected south of Baltimore. Mr. H. K. Denlinger, honor graduate of Princeton, was appointed director of the gymnasium in 1891.

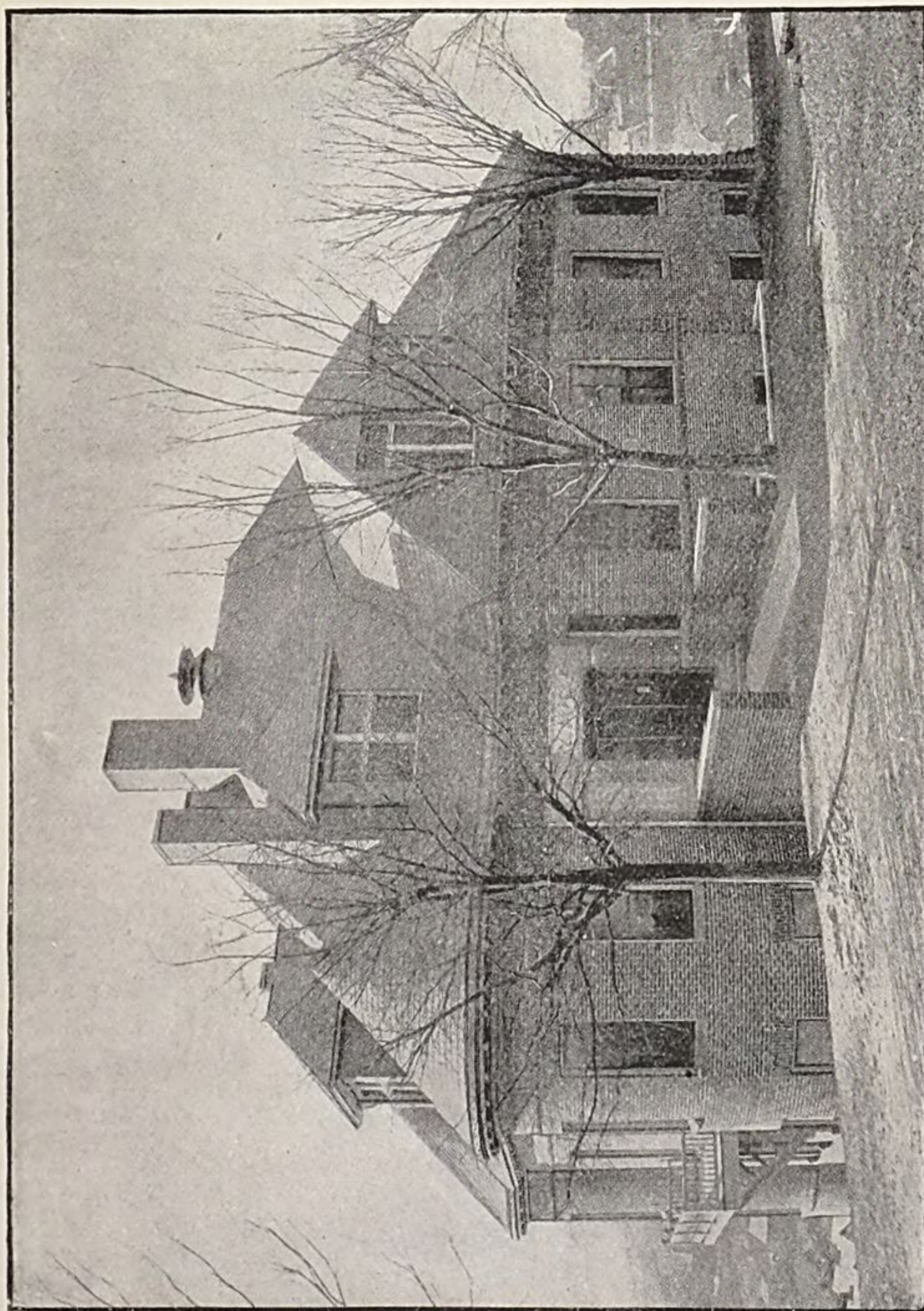
It is not necessary to say that President Dabney was "the power behind the throne" in the conception and successful realization of this idea of a house for the association. It was a part of his plan in building up the university that religious interests and influences should not be neglected.

In 1890 Congress made an additional appropriation to the land grant colleges of the various States. The amount is to be taken from the sale of public lands. It begins with \$15,000 on June 30, 1890, and is increased \$1,000 each year till the donation reaches \$25,000, which sum is to be paid thereafter annually. This fund can go only to "instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic sciences, with special reference to their applications in the industries of life, and to the facilities for such instruction." The State legislature gave its assent as required by law.

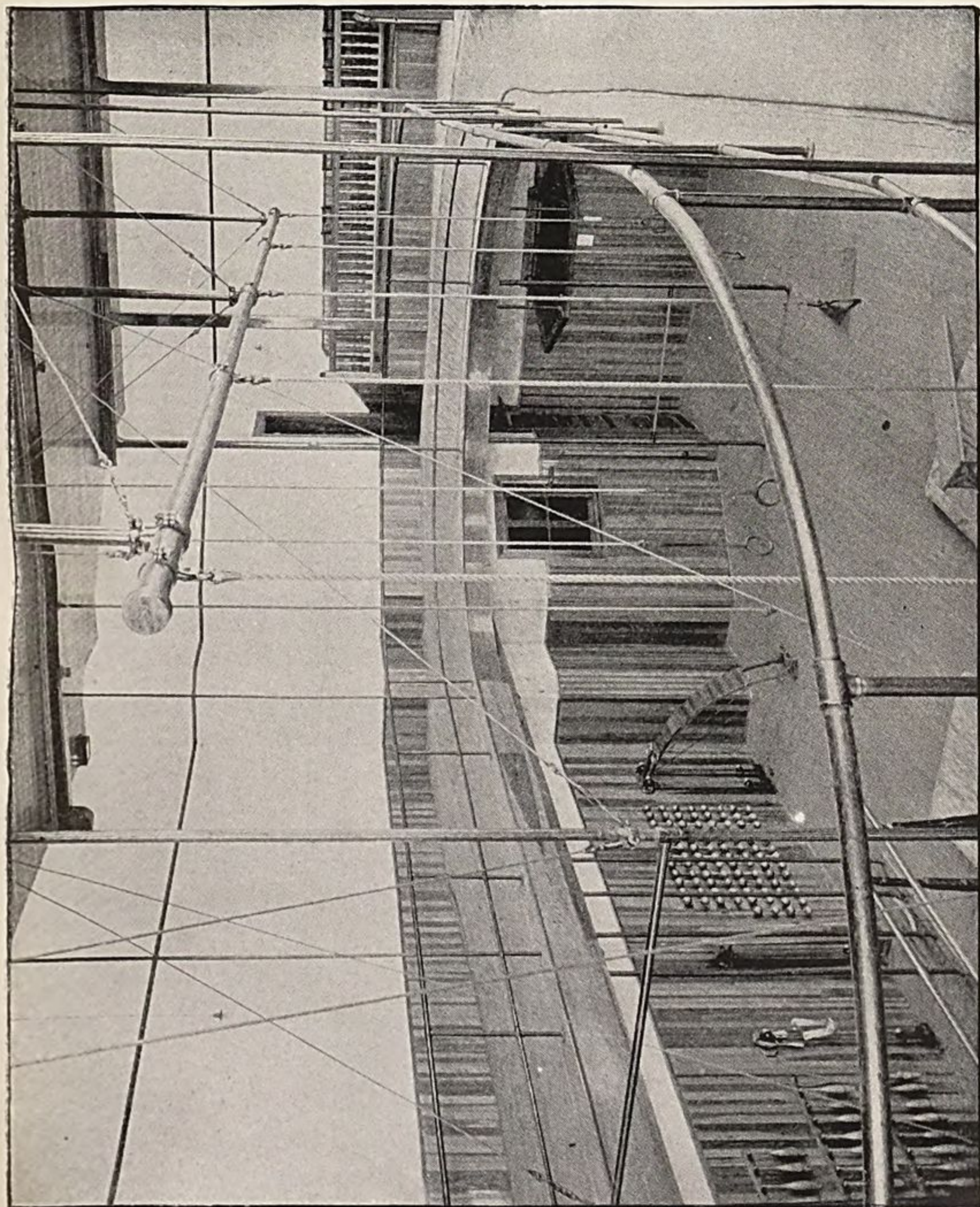
The teachers' department was greatly strengthened in 1890 by the election of Prof. Frank M. Smith as principal. Prof. Smith was, at the time, State superintendent of public instruction, and did not take charge till the spring term of 1891. Prof. Smith had long been connected with the public school work of the State as teacher, county superintendent, city superintendent, and State superintendent. For completion of the course a certificate is granted which enables the bearer to teach in any public school of the State without further examination. The course



BATTALION OF CADETS, UNIVERSITY OF TENNESSEE.



Y. M. C. A. BUILDING, FRONT VIEW, UNIVERSITY OF TENNESSEE.



GYMNASIUM, UNIVERSITY OF TENNESSEE,

embraces higher arithmetic, algebra, geometry, composition, rhetoric, general history, English literature; regular course of Latin through sophomore year; five hours per week for two terms in some science, including agriculture and geology; and pedagogy, including theory and practice and history, and science of education.

F. R. Jones, M. E., of Cornell, was elected superintendent of shops to succeed Prof. Tompkins, who had resigned. The following instructors were also elected: P. L. Cobb, in ancient languages; J. R. McColl, in mechanics; E. M. Davis, in English; S. W. McCallie, in geology; P. F. Kefauver, in practical agriculture; and R. L. Watts, in horticulture.

The plan of designating high schools, whose preparatory work would be received for entrance at the university, was adopted in 1890. The University School of Columbia, Institute at Lewisburg, Memphis Institute, University High School at Knoxville, Wall and Mooney School at Franklin, the Yerkes School at Paris, Ky., and the Bingham School of North Carolina, on application, were admitted to the list. One free scholarship was awarded to the best graduate of each school. Afterwards were added the High School of Asheville, N. C.; the Peabody High School of Little Rock, Ark.; the University School of Kansas City, Mo.; the University School of Monticello, Ark., and high schools in Tennessee at the places following: Alexandria, Chattanooga, Clarksville, Cleveland, Clinton, Columbia, Dyersburg, Jonesboro, Knoxville, Lexington, McMinnville, Memphis, Milan, Nashville, Newbern, Pulaski, Rogersville, Trenton, and West Knoxville.

In the fall of 1890 military government was dropped after an interrupted course of about nineteen years. The teaching of military science and drill were retained and taught, as required by law. The government was put upon a civil basis, under the direction of the dean. For some years a feeling had prevailed in the faculty that military discipline consumed, by far, too much of the student's time and was detrimental to morals and true development. So long as the school was under military control it was used by many parents as a sort of school of correction for incorrigibles. The system of constant espionage and irksome punishment for small offenses in which no violation of moral law was involved broke down moral discrimination and incited recklessness and riotous conduct. The wisdom of the change has been abundantly shown by subsequent results.

In 1891 the number of subdepartments, or schools, was increased to fourteen by various divisions and additions. The requirements for admission to the freshman class were then, in agricultural, engineering, and literary-scientific courses, as follows: A good knowledge of composition and English grammar; arithmetic complete and algebra to quadratics; three books of geometry; geography and United States history. Those taking the Latin-scientific course were required to know the Latin forms and read the simpler prose writers.

Early in 1891 Mr. Laurence D. Tyson, first lieutenant Ninth Infan-

try, U. S. Army, was appointed professor of military science and tactics and commandant of cadets, Lieut. Gayle having been recalled to the Army.

Prof. George F. Mellen, PH. D. (Leipsic), was elected associate professor of Greek and French during the summer of 1891 and took charge at the opening of the fall term. Mr. J. D. Hoskins was also appointed instructor in mathematics. The number in faculty of academic department was now 21.

SCHOLARSHIPS.

There are 275 State scholarships. One free scholarship is given to each of the university's accredited high schools, as before stated, being awarded to the best graduate of the school. At the close of every session the faculty awards a scholarship to the best regular student in the freshman, sophomore, and junior classes. Students in the teachers' department receive free tuition. Twelve agricultural and mechanical apprenticeships, in which the holders earn about \$100 a year for work, are awarded to meritorious under-graduate students. Four fellowships worth about \$200 a year are given to post-graduate or advanced special students.

ENDOWMENT, PROPERTY, AND INCOME.

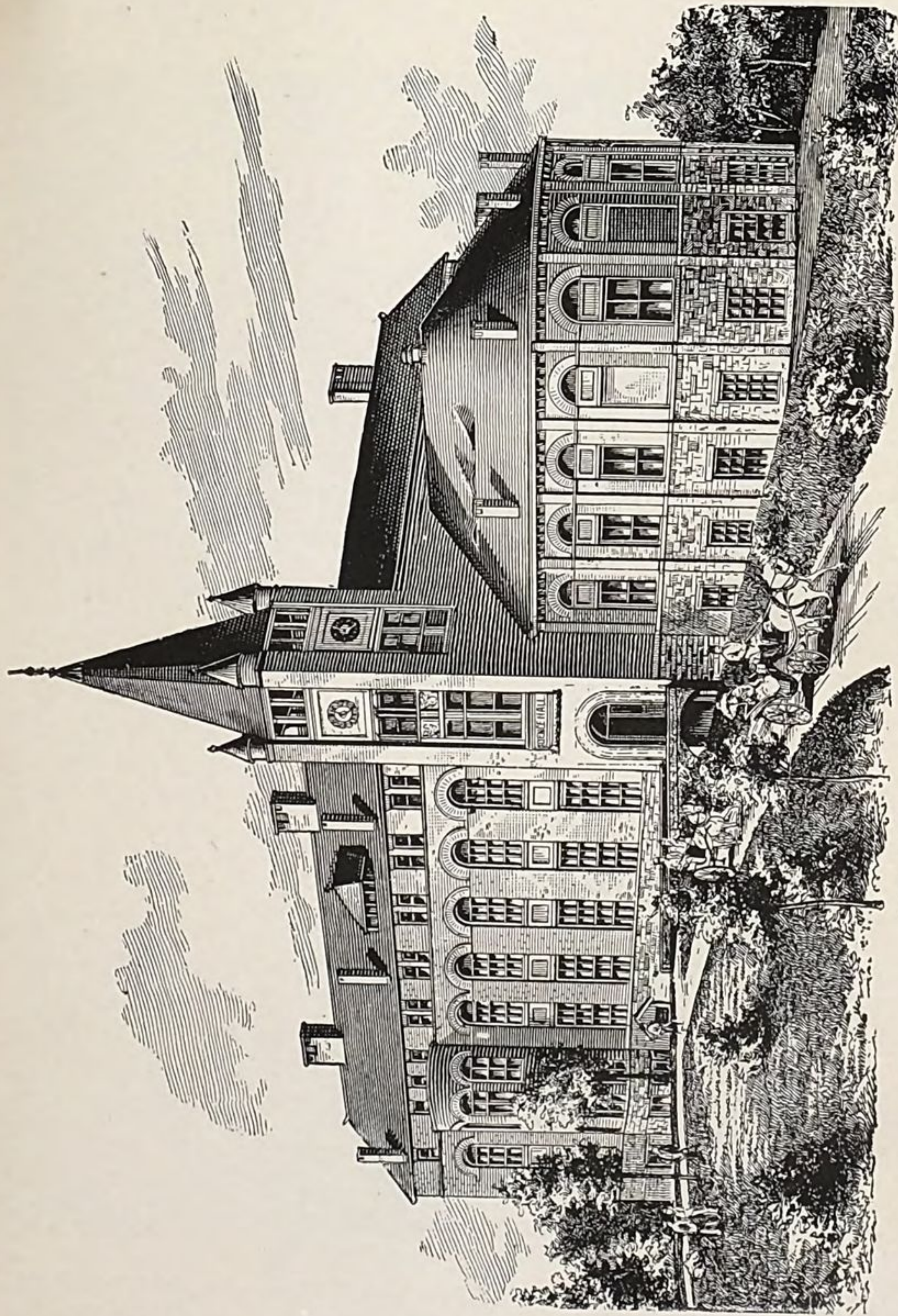
The holdings and income of the university may be summed up as follows.

Resources.

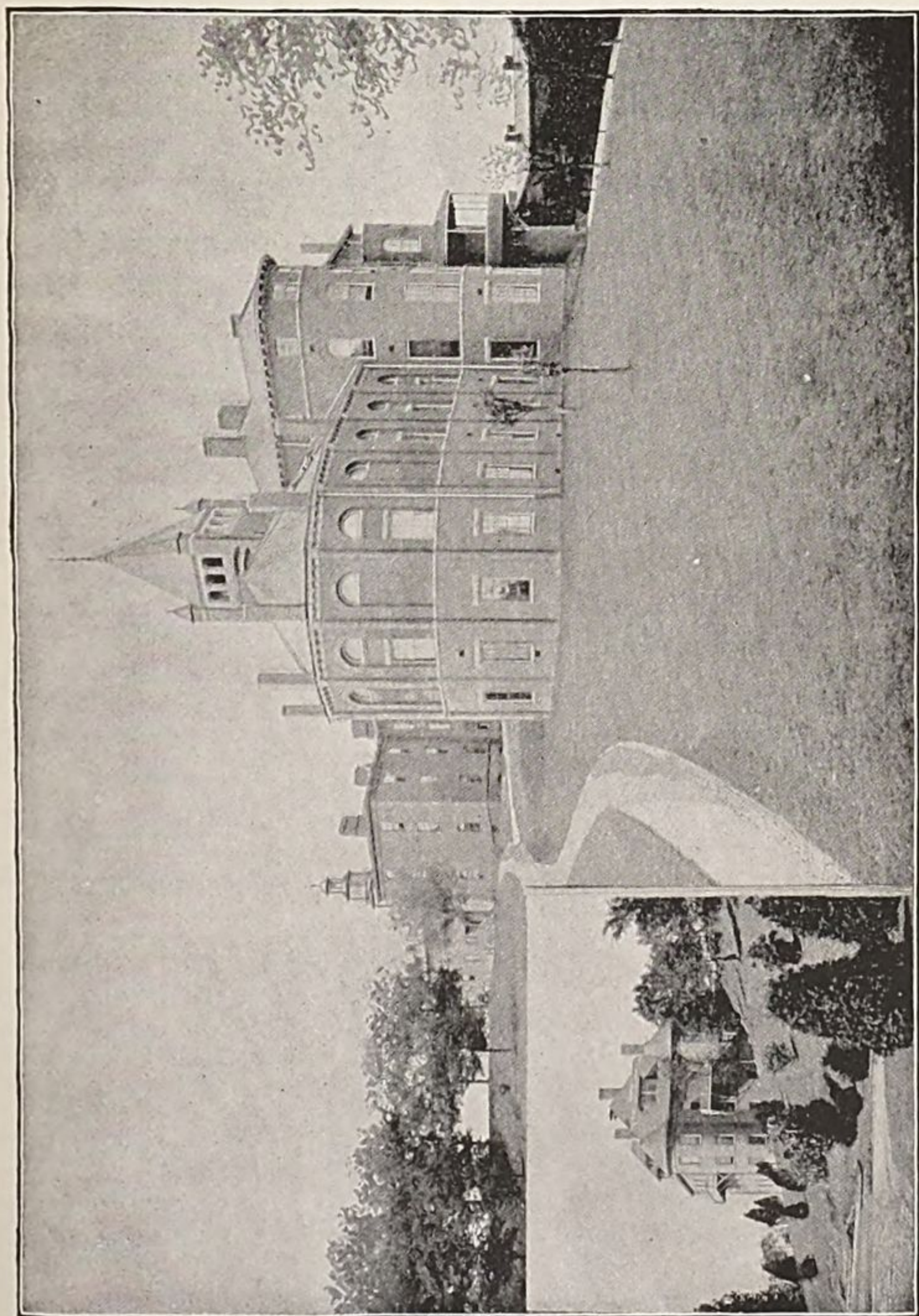
Tennessee State certificates, Agricultural and Mechanical College fund, which bear interest at 6 per cent.....	\$396, 000
Nine State certificates, which are the university's property, interest 5 per cent	9, 000
Knoxville city bonds (library), which bear 6 per cent interest.....	20, 000
Turnpike stock	1, 000
	426, 000
College Hill property, 36.5 acres, and 12 large buildings	500, 000
College farm of 99.3 acres and improvements.....	100, 000
Unimproved land, 94.1 acres.....	80, 000
Equipment, live stock, machinery, etc.....	100, 000
	780, 000

Income.

Interest on Agricultural and Mechanical College fund	\$23, 760
Interest on 9 State certificates.....	450
Interest of Knoxville bonds	1, 200
	25, 410
The annual appropriations from the General Government are:	
For experiment station	\$15, 000
Under Morrill act (in 1891).....	16, 000
	31, 000
The contingent income is, per annum, about.....	8, 000
Total income	64, 000



SCIENCE HALL, UNIVERSITY OF TENNESSEE.



EAST VIEW OF SCIENCE HALL AND VIEW OF Y. M. C. A. BUILDING, UNIVERSITY OF TENNESSEE.

AUTHORSHIP.

President Humes is the author of numerous addresses and transient papers. He also wrote "The Loyal Mountaineers," a work of much historical importance as pertaining to East Tennessee's record in the civil war. This book was written after his retirement from the presidency.

Prof. F. D. Allen, now professor of classical philology in Harvard University, has edited a number of Greek books for use in schools and colleges.

Prof. I. T. Beckwith, now of Trinity College, has also edited some of the Greek authors. He and Prof. Allen both stand high as Greek scholars.

Prof. E. S. Joynes, now of Columbia, S. C., has written numerous text books for the study of German.

Prof. W. G. McAdoo has written an elementary geology of Tennessee.

Dr. C. W. Kent, now of the university, has made an extensive and critical study of old English and has lately published a student's edition of the old English poem *Elene*.

Prof. F. Lamson-Scribner has made an extensive study of the grasses and the fungous diseases of plants. Besides numerous papers and experiment station bulletins, he has published a book on "The Fungous Diseases of Grapes and other Plants, and their Treatment."

President Dabney has published a number of papers in scientific journals, numerous experiment station reports, and other matter.

SCIENCE HALL.

President Dabney's administration has been especially characterized by the erection of many much needed buildings.

Besides the experiment station building, the mechanical building and the Young Men's Christian Association building, mentioned elsewhere, and the expenditure of \$25,000 in repair of old buildings, the foundation for a new Science Hall was laid in 1890. This is now (1891) nearing completion and will cost about \$60,000. It will contain a public hall for chapel and general exercises, the president's office, chemical laboratories, laboratory for physics, mineralogy, and geology; also rooms for drawing and the lecture rooms of the engineering schools and a large museum of mineralogy and economic geology. The money to erect this building was obtained principally from the sale of 49 acres of land adjoining the college farm. The land was not needed for agricultural purposes, and had recently so appreciated in value that it brought \$1,000 an acre.

INSTRUCTION OF COLORED STUDENTS.

The constitution of the State of Tennessee provides that there shall be no discrimination against colored persons in any of the public

schools. The university being simply the head of the public school system, the act endowing the institution with the proceeds of the land grant sets forth that "no citizen of this State, otherwise qualified, shall be excluded from the privileges of the university by reason of his race or color; but the accommodation and instruction of persons of color shall be separate from the white."

For many years, of course, no colored persons were found qualified to take advantage of the grade of instruction provided by the university. When, later, a few State appointees to scholarships were found qualified, their tuition was paid at Fisk University, at Nashville, and then also at Knoxville College, Knoxville, Tenn. When the present management took charge of the institution, and the number of colored appointees increased considerably, steps were taken to establish a regular department in the university for the benefit of this class of students. In response to an inquiry addressed to the attorney-general of the State, an opinion was received from him to the effect that all the departments of the university ought to be located at Knoxville, in immediate relation with, and under the direct supervision of, the trustees and faculty. As soon, therefore, as the students then attending Fisk University could be graduated, steps were taken which led to the establishment of such a department at Knoxville. By contract with the trustees of Knoxville College, an excellent institution for the education of colored people, the buildings, grounds, and teaching staff of that institution were made available for the university as its colored department.

The facilities there provided needed, however, to be supplemented along the line of scientific and industrial education. The president accordingly visited some of the friends of this institution at the North, and secured the funds for a new scientific and mechanical building. A tract of land adjacent to the college was provided for practical work in agriculture and horticulture. The new building contains a chemical laboratory, drawing rooms, and shops for instruction in mechanic arts. Three new instructors were provided, and all the new departments were well equipped. The new department is called the industrial department for colored students, and is as immediately under the supervision of the trustees and president of the university as any other department of the institution, all of its teachers being elected by the trustees, and the entire expenses of the department being paid by them. The several professors of the university have supervision of the work there in their respective departments.

It is designed to give colored men in this institution that opportunity for industrial education which they so much need. Students are encouraged and required to work in the shops and upon the farm, and get in this way a practical skill which will be of benefit to them in later life. Twelve apprenticeships, worth \$50 per annum each, have been created

for the benefit of these students, and are available both in the agricultural and mechanical schools. It is believed that the university has thus solved a somewhat difficult problem in a very happy and useful manner.

MISCELLANEOUS.

For many years an alumni association has been in regular organization. Its exercises generally occur in connection with the university commencements.

The Greek-letter fraternities are represented at the university by four chapters, the Tau-Delta-Theta, the Sigma-Alpha-Epsilon, the Phi-Gamma-Delta, and the Kappa-Sigma. They are favored by the management, and no troubles have arisen.

For many years a students' journal under many names has been sustained. The editors are now elected by the various classes. Formerly each literary society supported a paper under the management of its own editors. More or less friction has arisen at different periods between the papers and the college authorities. The present publication is the Tennessee University Student.

College sports have prevailed to some extent. An athletic association was organized in 1889 by Prof. C. S. Plumb. It has since that time given annually a public field-day exercise, in which prizes are awarded for leaping, running, throwing weights, etc. A regular system of training under a teacher is now carried on in the new gymnasium. Base ball and foot ball are popular sports. Boating has not been a success. A club with boathouse and boats was organized some years ago, but soon failed for want of interest. Tennis clubs flourish.

CONCLUSION.

The career of the university has been similar to that of other State institutions. Many difficulties had to be encountered and overcome. Industrial education was necessarily a thing of slow growth. During the transition period from the old classical college to the modern scientific and practical school much of friction and loss was sustained. Being a State school, with free tuition, jealousy was aroused among the denominational and private schools. Political bickerings by the two parties and frequent changes, to satisfy popular clamor, sometimes worked evil. Fortunately these things are now of the past. The future is bright in every respect. During the first year of the present administration the attendance in the academic department rose from 160 to 203. In the next year it was 249, and the year following 251. The attendance in all departments for 1890-91 reached a total of 513. Much is due to the past, but the present renaissance is a period of greatest prosperity and hope.

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CHAPTER IV.

VANDERBILT UNIVERSITY.

CENTRAL UNIVERSITY OF THE METHODIST EPISCOPAL CHURCH SOUTH.

On the 7th of January, 1858, the general assembly of Tennessee passed an act chartering Central University of the General Conference of the Methodist Episcopal Church South. The incorporators, who were trustees, were Joshua Soule, James O. Andrew, Robert Paine, George F. Pierce, John Early, H. H. Kavanaugh, A. L. P. Green, J. B. McFerrin, John W. Hanner, William B. Campbell, Jonathan McDonald, W. R. Elliston, John P. Ford, Thomas C. Maddin, and James C. Malone. Bishop Soule and Dr. A. L. P. Green had originated the movement looking to the establishment of Central University, and with the assistance of Dr. John H. Callender, had prepared the charter. This instrument bestowed upon the General Conference of the Methodist Episcopal Church South powers of supervision over the board of trustees and the right of filling vacancies in that body. Vacancies occurring while the conference was not in session were to be filled by the trustees themselves, subject to the confirmation of the conference. They were empowered "to establish at Nashville a university comprising an academic or literary department, a scientific, and such other departments as they" might "see proper."

Departments of law and medicine, with separate boards of self-perpetuating trustees, were specially incorporated by the charter. The acts of these boards required the confirmation of the general university board. The title to and the control of the property of the medical department were vested in its faculty, who were likewise its board of trustees. This faculty was composed of John P. Ford, Thomas A. Atchison, William P. Jones, Thomas L. Maddin, and John H. Callender, with power to increase its number to ten if necessary. The name given the department was "The Shelby Medical College of Central University of the General Conference of the Methodist Episcopal Church South." The trustees of the law department were Milton Brown, John S. Brien, Andrew Ewing, A. S. Colyar, Robert C. Foster, sr., Charles W. Moorman, and Thomas Martin.

Central University, we see, was largely conceived. It was to be a university in fact as well as in name, a place where all branches of knowledge, both professional and nonprofessional, were to be taught.

The support of a large and powerful church would insure it a patronage.

At the meeting of the general conference of the church in May, 1858, the charter of Central University was submitted to it for its acceptance. The conference did not accept the charter, but disposed of it in the following preamble and resolution:

Whereas the charter of the Central University of the Methodist Episcopal Church South, obtained from the legislature of the State of Tennessee, has been presented to this conference for its reception; and whereas this conference has no organized existence except during its sessions, which occur but once in four years, which is too seldom for the practical management of said institution, and it is not therefore expedient that this conference receive said charter: Therefore,

Resolved, That the Tennessee annual conference, at its next session, take into consideration the propriety of receiving said institution under its care and management; and that any other annual conference that may choose to do so join the Tennessee conference in this measure, and that measures be taken to have the charter so changed as to conform it to such an arrangement.

Although for the reason stated the general conference could not assume the direction of a great university, its temper on the subject of university education was unmistakable; its committee on education reported in favor of an "institution of higher grade than the ordinary collegiate institution, to take the student when the college leaves him."

The war coming on soon after this, the enterprise languished, but the idea had taken deep hold on the church, and after the clouds of civil strife had rolled away not many years elapsed before it issued in practical results. It is worthy of special remark that the general conference suggested that the annual conferences undertake the care and management of the proposed university, for when Central University was finally established it was upon the plan of coöperating annual conferences. The Central University of 1858 contained the germ of the Central University of a later time.

SHELBY MEDICAL COLLEGE.

Notwithstanding the action of the general conference, Shelby Medical College was organized under the charter of Central University. It occupied buildings on the northeast corner of Broad and Vine streets, in the city of Nashville. Being under the same roof with the City Charity Hospital, it was enabled to offer superior clinical advantages. The faculty consisted of E. B. Haskins, professor of practical medicine and clinical medicine; John Frederick May, professor of surgery and clinical surgery; John P. Ford, professor of obstetrics and clinical obstetrics; Thomas L. Maddin, professor of anatomy and histology; Daniel F. Wright, professor of physiology; John H. Callender, professor of materia medica and therapeutics; Henri Ervin, professor of chemistry; and M. Compton, demonstrator in practical anatomy. Eighty-five young men attended lectures the first year and 120 the third

year. From December 28, 1862, until June 1, 1865, the property of the college was in the hands of the United States military authorities. The buildings were left in a dilapidated condition, and the cabinets, museum, and apparatus converted into little more than a heap of rubbish. Only a minority of the professors survived the war. Of the survivors, Drs. Maddin and Callender were elected to professorships in the medical department of the University of Nashville.

REVIVAL OF THE UNIVERSITY MOVEMENT AFTER THE WAR.

The university idea was revived after the war in the form of a sentiment in favor of a central theological seminary for the whole church. In their address to the general conference, April 6, 1866, the bishops recommended the founding of such a seminary. The address was signed by Bishops Andrew, Early, Paine, and Kavanaugh, Bishops Soule and Pierce being absent. The report of the committee of the conference on education—and their report was adopted—concurred in the opinion of the episcopal college that the church demanded a theological seminary, but thought that the prostrate condition of the country consequent upon the civil war would not warrant an attempt to establish one at that time. They advised instead, as a temporary expedient, the organization of biblical schools in connection with the annual conference colleges.

But some grew impatient for the time to come when the church would be able to provide a higher culture for her ministry. In 1868 Bishop H. N. McTyeire and Dr. T. O. Summers induced Dr. L. C. Garland, a professor in the University of Mississippi, who was well known throughout the South as an educator, to write a series of articles in the *Christian Advocate* in favor of ministerial education.

The next general conference met in Memphis, Tenn., May, 1870. The address of the bishops would have contained the same recommendation in regard to a theological seminary that the address of 1866 had contained if Bishop Pierce had not this time been present and strenuously opposed its insertion. A majority favored it, but out of deference to him it was not incorporated into the address, and a noncommittal tone was adopted instead. As a consequence the public misunderstood the attitude of the bishops on the subject. The conference was the scene of a long contest between the advocates and the opponents of a theological seminary for the whole church. Two reports came up from the committee on education—a majority and a minority report—one recommending the establishment of a central theological school, the other favoring the creation of biblical chairs in existing colleges. The minority report was adopted, but it was the opinion of many that the sentiment of the conference was not fairly expressed by the vote. The secret of the opposition to a theological seminary was to be found chiefly in the apprehensions of the smaller colleges that they might be eclipsed by a school belonging to the whole church.

It was now that the full university idea, as conceived in the Central University of twelve years before, was reverted to. The advocates of ministerial education, finding that they could not get a separate theological school, had recourse to a university including a theological school as one of its departments. Prominent among the promoters of this plan were Bishops McTyeire and Paine and Drs. A. L. P. Green, R. A. Young, and L. C. Garland. The question was diligently agitated until "the whole educational atmosphere, so to speak, was, toward the close of the conference, rife with the conception of a great university, having as one of its departments a thoroughly organized theological school." "Finally, about the close of the conference, a few ardent advocates of the measure met informally and conferred together about the matter. * * * And upon separating it was agreed that the subject of establishing a great university of the highest grade and with the most ample endowment should be agitated throughout the connection, through the press and by public addresses, and that the conferences should be invited to send delegates to a convention for the consideration of the matter."

THE MEMPHIS CONVENTION.

The Central University project of 1858 had done much to awaken a feeling in favor of a school of broader scope and higher standard under the patronage and control of the whole church. There were, besides, needs of a local nature which an institution properly located would fill. A large central territory in Tennessee, Alabama, Mississippi, Louisiana, and Arkansas was without a Methodist college. These influences, favorable to the proposed university, added to the demand for a theological seminary, account for the rapidity with which the plans for that university, when once set on foot, advanced to maturity. To Dr. D. C. Kelley belongs the credit of taking the step that led to the speedy crystallization of these plans. Dr. Kelley, whose own mind had some time before been running along these lines, had his attention recalled in that direction by reading a communication in *The Western Methodist of Memphis*, called forth by an editorial of the editor, Dr. W. C. Johnson, on the subject of the proposed establishment of a university by the united action of the Tennessee, North Alabama, Memphis, and North Mississippi conferences. At the meeting of the Tennessee conference at Lebanon, in October, 1871, he presented the following resolution:

Resolved, That we request the presiding bishop to appoint a committee of three to confer with the Memphis, North Alabama, North Mississippi, and any other conference likely to coöperate with us in reference to the establishment and endowment of a Methodist university of high grade and large endowment.

The resolution was passed. Drs. R. A. Young, A. L. P. Green, and D. C. Kelley were appointed the committee. The conferences were visited, and delegates were appointed by them to meet in convention in Memphis January 24, 1872. On the designated day delegates from

the Little Rock, White River, Memphis, Alabama, North Alabama, Mississippi, North Mississippi, Louisiana, and Tennessee conferences, representing middle and west Tennessee, Alabama, Mississippi, Louisiana, and Arkansas, assembled in the basement of the Second Street Methodist Church, Memphis. Dr. A. L. P. Green brought with him the charter of the Central University of 1858. He had done more, perhaps, than any other man to keep alive the university idea. He was, as it were, the connecting link between the old Central University, which had failed, and the new Central University, which was to succeed.

Bishops Paine and McTyeire were present, and by invitation presided over the meetings of the convention. It was in session four days, January 24, 25, 26, and 27. The results of its deliberations are found in the following resolutions:

Resolved by the convention (1), That measures be adopted looking to the establishment, as speedily as practicable, of an institution of learning of the highest order and upon the surest basis, where the youth of the church and country may prosecute theological, literary, scientific, and professional studies to an extent as great and in a manner as thorough as their wants demand.

(2) That the institution shall be called the Central University of the Methodist Episcopal Church, South.

(3) That it shall consist, at present, of five schools or departments, viz: A theological school, for the training of our young preachers, who, on application for admission, shall present a recommendation from a quarterly or annual conference, and shall have obtained a standard of education equal to that required for admission on trial into an annual conference; and instruction to them shall be free, both in the theological and the literary and scientific departments. Secondly, a literary and scientific school. Thirdly, a normal school. Fourthly, a law school. Fifthly, a medical school.

(4) That the sum of \$1,000,000 is necessary in order to realize fully the object desired, and not less than \$500,000 must be secured as a condition precedent to the opening of any department of the university.

(5) That the location of the university shall be left to the decision of the college of bishops of the Methodist Episcopal Church, South.

(6) That the carrying out of this whole scheme is hereby committed to the persons herein named before as petitioners, who shall take immediate steps for securing a suitable charter of incorporation, and shall be a board of trust, with power to solicit and invest funds, appoint an agent or agents, and to do whatever else is necessary for the execution of this scheme.

(7) That seven of the board of trustees, at any meeting regularly called, shall constitute a quorum.

(8) That provision be made in the charter for giving a fair representation in the management of the university to any annual conference hereafter coöperating with us.

(9) That the bishops of the Methodist Episcopal Church, South, be, and are hereby, requested to act as a board of supervision of the university or any of its departments, and jointly with the board of trust to elect officers and professors and prescribe the course of study and the plan of government.

The twofold character and purpose of the university appear in clauses 6 and 8, 5 and 9. First, as supplying the needs of certain contiguous conferences for college education; secondly, as providing for the whole

church and country the means of university and professional education. The board of trustees was constituted by the representatives of the coöperating conferences; the board of supervision, whose powers were tantamount to those of trustees, by the bishops of the whole church.

The Central University of 1858 was projected on a large scale; the Central University of 1872 was projected on even a larger. One million of dollars were considered necessary to the full realization of the plan, and no department was to be opened until \$500,000 had been raised. But there were not wanting apprehensions that no such sum could be got from an impoverished people not yet recovered from the disasters of the civil war.

The Memphis resolutions were afterwards embodied in the charter of the university and became a part of its organic law. For the purpose of carrying them out a board of trustees composed of representatives from the coöperating conferences was appointed and authorized to apply for a charter. August 19, 1872, the chancery court at Nashville granted a charter to the Central University of the Methodist Episcopal Church South.

ORGANIZATION OF THE BOARD OF TRUST.

Immediately after the adjournment of the Memphis convention the board of trust met and organized by the election of Judge Edward H. East, president; Dr. D. C. Kelley, secretary, and Dr. A. L. P. Green, treasurer. Meetings were subsequently held at Nashville, Tenn., Iuka, Miss., and Brownsville, Tenn., in the months of May and August, 1872, and January, 1873, respectively. At the August meeting a resolution was passed requesting each annual conference coöperating to nominate four representatives. These nominations made, the board would reorganize so as to secure the election of the nominees. Thereafter when vacancies occurred they would be filled by the nominees of the conferences confirmed by the board. At its next meeting the board was reorganized conformably to this resolution. Four conferences, North Alabama, Alabama, Mississippi, and Louisiana, having failed to take action in favor of Central University, and their representatives being absent, their seats in the board were declared vacant. The conferences now actively coöperating were the Tennessee, Memphis, North Mississippi, Arkansas, White River, and Little Rock. Arkansas conference had come in since the charter was obtained in August, 1872. The representatives of these six conferences in the board of trust were:

Tennessee conference: Rev. A. L. P. Green, D. D., Rev. D. C. Kelley, D. D., Hon. E. H. East, Col. D. T. Reynolds.

Memphis conference: Rev. W. C. Johnson, Rev. S. W. Moore, D. D., Hon. Milton Brown, Hon. R. J. Morgan.

North Mississippi conference: Rev. P. Tuggle, Rev. T. Y. Ramsey, Dr. L. C. Garland, Hon. L. Q. C. Lamar.

Arkansas conference: Rev. H. R. Withers, Rev. S. H. Babcock, Hon. W. W. Floyd, S. K. Stone, esq.

White River conference: Rev. J. M. Steel, Rev. G. A. Donnelly, J. H. McFerrin, esq., J. W. Stayton, esq.

Little Rock conference: Rev. A. Hunter, D. D., Rev. W. C. Hearn, Col. J. L. DeYampert, Dr. S. E. Cole.

At this meeting of the board (January, 1873) Hon. Milton Brown was elected president; Drs. Kelley and Green were reëlected, the one secretary and the other treasurer; and a body of by-laws was adopted. Some of the more important provisions of these by-laws will detain us: The board of trust should meet annually on the first Wednesday in May; the president, with the concurrence of the executive committee, might call special meetings; the officers of the board should be elected annually; an executive committee, to be composed of the president, the secretary, the treasurer, and one member of the board from each of the coöperating conferences, was empowered to act on all matters *ad interim*, subject to the ratification of the board; each coöperating conference was given four representatives on the board, as already set forth.

CONTROVERSY BETWEEN BISHOPS PIERCE AND MCTYEIRE.

In the months of March, April, and May following the Memphis convention there appeared in the columns of the Nashville Christian Advocate a series of letters from Bishops Pierce and McTyeire—the one assailing, the other championing, the cause of the university. This battle of two giants no doubt reflected a controversy that was raging among the rank and file of the church. Jealousy on the part of the existing church colleges, antipathy to the special training of a theological seminary, and a sort of prejudice against higher education in general—these gave animus to the opposition to the university.

Bishop Pierce would have objected little to a church school in every city and in every circuit, but Bishop McTyeire thought otherwise. "The bane of our educational projects heretofore has been the want of concentration."

With Bishop Pierce the power of the church lay in a pious and godly ministry, were they lettered or unlettered. "The best preachers I ever heard had never been to college at all—hardly to school." He scouted learned preaching and ridiculed the idea of preparing preachers by lectures and library. He feared that they would be lectured and molded until all individuality was gone. "It is my opinion that every dollar invested in a theological school will be a damage to Methodism. Had I a million I would not give a dime for such an object."

Bishop McTyeire admitted that the mission of the church primarily was to the masses, but it was to all others as well. People were not to be dropped as soon as they became wealthy and refined. Southern

Methodism had no representative on the committee appointed to revise the translation of the Bible. Why? One reason was because it had no theological schools for the production of Biblical scholars.

University education, said Bishop Pierce, "must be the outgrowth of an old, dense, rich population." "High culture can never be general." The common people can never reach it. Bishop McTyeire replied by admitting that high culture could "never be general." But it ought to be made as general as possible; the higher forms of education nourish and control the lower.

COÖPERATION OF THE COLLEGE OF BISHOPS.

And thus the discussion went on until its further continuation was rendered a waste of words by the action of the college of bishops, May 9, 1872, consenting to locate the university whenever the sum of \$500,000 should be pledged. This action was taken conformably to the Memphis resolutions and in response to a communication from the board of trust. The bishops were very fearful of damaging "existing colleges and universities," and could enter into no official relations with Central University that would "discriminate between it and any and every other institution of the church." As the question of theological schools was "in controversy" among their people, they proposed nothing that might "be construed into an expression" of their "collective opinion on the subject," and stipulated that the theological department should be such as would be consistent with the action of the general conference of 1870. Had every step in the founding of Vanderbilt University been taken in this reluctant half-hearted way, it would have been a long time a founding.

ATTEMPT AND FAILURE TO RAISE \$500,000.

The Memphis convention had set \$500,000 as the amount which must be secured before any department of the university could be opened. But the raising of this sum was found to be an impossible task. Even now when wealth and prosperity have returned to the South with an increase, her rich men do few great and generous deeds in the name of education. Much less could the South with her war wounds still unhealed respond to an appeal that presupposed the greatest health and vigor. Nevertheless Dr. A. L. P. Green, treasurer of the board of trust, with the help of four agents appointed from as many conferences, joined shortly after by Dr. R. A. Young as secretary and financial agent of the board, undertook to raise the \$500,000. But it is said that the agents did not collect enough cash to pay their own salaries. Twenty-six or twenty-seven thousand dollars given towards purchasing the site, mainly by citizens of Nashville, was the only considerable contribution made. This was of Dr. Young's procuring.

CORNELIUS VANDERBILT AND VANDERBILT UNIVERSITY.

As often befalls, help came from an unexpected quarter. At a called meeting March 26, 1873, Bishop McTyeire laid before the board of trust the following communication:

NEW YORK, *March 17, 1873.*

To Bishop H. N. McTYEIRE, of Nashville:

I make the following offer through you to the corporation known as the Central University of the Methodist Episcopal Church, South:

First. I authorize you to procure suitable grounds not less than from twenty to fifty acres properly located for the erection of the following work.

Second. To erect thereon suitable buildings for the uses of the university.

Third. You to procure plans and specifications for such buildings and submit them to me; and when approved the money for the foregoing objects to be furnished by me as it is needed.

Fourth. The sum included in the foregoing items, together with the "endowment fund" and the "library fund," shall not be less in the aggregate than five hundred thousand dollars; and these last two funds shall be furnished to the corporation so soon as the buildings for the university are completed and ready to be used. The foregoing being subject to the following conditions:

First. That you accept the presidency of the board of trust, receiving therefor a salary of three thousand dollars (\$3,000) per annum and the use of a dwelling-house, free of rent, on or near the university grounds.

Second. Upon your death or resignation the board of trust shall elect a president.

Third. To check hasty and injudicious appropriations or measures, the president shall have authority, whenever he objects to any act of the board, to signify his objections in writing within ten days after its enactment; and no such act is to be valid unless upon reconsideration it be passed by a three-fourths vote of the board.

Fourth. The amount set apart by me as an "endowment fund" shall be forever inviolate, and shall be kept safely invested, and the interest and revenue only used in carrying on the university. The form of investment which I prefer and in which I reserve the privilege to give the money for said fund is in seven per cent first mortgage bonds of the New York Central and Hudson River Railroad Company, to be registered in the name of the corporation, and to be transferable only upon a special vote of the board of trust.

Fifth. The university is to be located in or near Nashville, Tenn.

Respectfully submitted.

C. VANDERBILT.

How Central University became the recipient of Commodore Vanderbilt's bounty is told in an address delivered by Dr. L. C. Garland, chancellor of Vanderbilt University, on Founder's day, May 27, 1876:

In February, 1873, Bishop McTyeire spent, by invitation, a few weeks with the family of Mr. Vanderbilt in New York. Mr. Vanderbilt and the bishop had married cousins in the city of Mobile, who were very intimate with each other in their girlhood, and thus was brought about an intimate relation between these two gentlemen. The bishop had from the first deeply interested himself in the founding of the proposed institution, but this visit had no reference thereto. He never did at any time solicit aid from Mr. Vanderbilt. It was very natural that, in general conversations upon the condition of the South and the incidents therein transpiring, this enterprise, so important to the church and so dear to the bishop's heart, should be mentioned. Finally, just before the bishop's departure, Mr. Vanderbilt placed in his hands the paper proposing, upon certain conditions, to give the sum of \$500,000 to the institution.

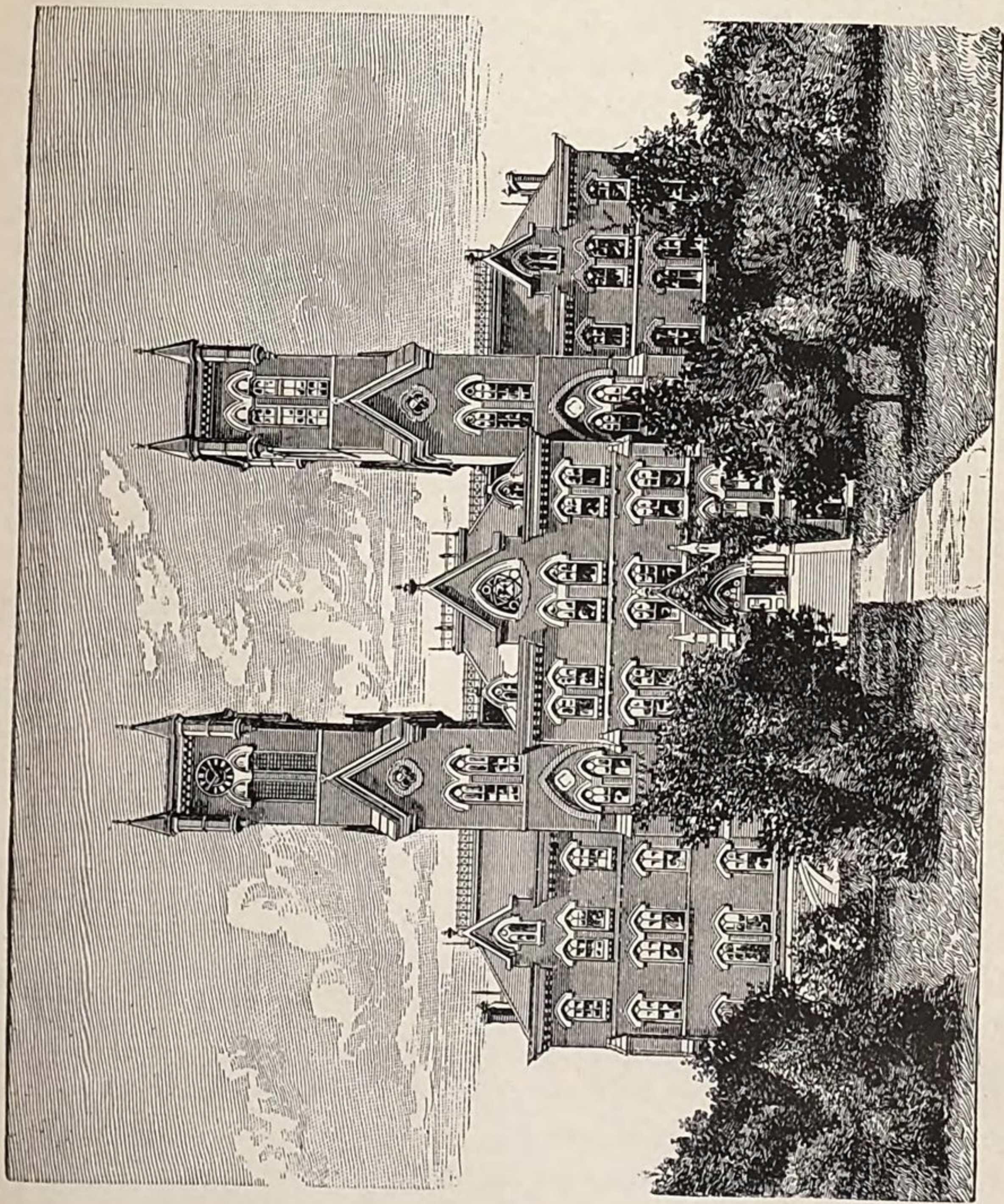
This account of the way in which Commodore Vanderbilt came to endow Central University is illuminated and supplemented by Mr. John T. McTyeire's relation of the story as he heard it told by his father, the bishop:

One evening, in conversation with Bishop McTyeire about the effects of the war upon the South and about the needs of that section, Commodore Vanderbilt expressed a desire to do something for the South, and asked the bishop to mention any plans he might have in mind that would redound to its good. The bishop mentioned, among other things, the Central University project, and he and the commodore discussed it thoughtfully. The commodore did not show at the time a preference for any one of the proposed plans, but remarked on separating, "I shall think more of what you have said and refer to that subject again." The next evening the bishop found on the center table in his bedroom a written proposition from the commodore designating the university idea as the one he proposed to adopt and naming the bishop as his choice for the head of the institution. "Later in the evening in discussing this choice the commodore playfully remarked that if it was a railroad or steamship line he could advise from experience what to do, but as it was a university the burden would have to fall on the bishop's shoulders." The commodore suggested that the bishop resign the episcopacy and devote his whole attention to the university, promising him a salary of \$10,000 a year, with a house, for life. "This part of the proposition the bishop declined, but accepted the responsibility the undertaking involved and fixed his salary at a moderate sum and immediately prepared himself to begin the work."

The board of trust of Central University accepted the gift of Mr. Vanderbilt, and in token of their gratitude, without any suggestion from him, sought and obtained amendment to their charter changing the name of Central University to Vanderbilt University. In compliance with a condition of the gift, Bishop McTyeire was elected president of the board. The agents of the board were requested to put forth every effort to obtain the additional half million of endowment. We know how futile were their efforts.

The board of trust thought it best to use only the interest of Mr. Vanderbilt's donation in providing grounds, buildings, and equipment; maintaining the principal intact as an endowment fund. But Mr. Vanderbilt could not brook the delay which this plan would have rendered necessary. Accordingly, the work of building Vanderbilt University was entered upon forthwith. The bishop, on whom devolved the selection of the site, located the university "on that parcel of ground situated between the Hillsborough Pike and the extension of Broad street and known as the Litton or Taylor Hill, adjoining Boyd's Hill." The plat was an oblong square containing 74 acres of land. "Ground was broken for the main edifice of the university September 15, 1873, and the corner stone was laid April 28, 1874." In October, 1875, Vanderbilt University was dedicated and her doors thrown open to students.

It had been Mr. Vanderbilt's intention to preserve \$300,000 of his gift inviolate as a productive fund. But as the erection of buildings and the purchase of equipment proceeded, this fund was encroached upon more and more. It was seen that to keep it intact Mr. Vander-



VANDERBILT UNIVERSITY—MAIN BUILDING.

bilt would have to increase his bounty. This he did. In March, 1874, he added \$100,000 to his previous donation. As the work went on he steadily furnished the funds. By December 1, 1875, he had given \$360,000, and \$32,831.46 were still necessary to clear the university of debt, paying for grounds, buildings, books, and apparatus, and for salaries and incidental expenses up to date. On the 2d of December he wrote President McTyeire to draw on him for this sum as soon as the items could be paid off, and transmitted to the board of trust sixty bonds of \$5,000 each, bearing 7 per cent interest, of the Lake Shore and Michigan Southern Railway Company due in 1903. This was the endowment fund. Mr. Vanderbilt had carried out his original intention of making it \$300,000, but in doing so he had given the university \$692,831.46 instead of \$500,000.

By a law of the university Founder's Day has been made a perpetual holiday, to be ushered in by the playing of music and the ringing of the university bell. In the evening the founder's medal in oratory is contested for. The first celebration of Founder's Day, and the only one in Commodore Vanderbilt's lifetime, took place May 27, 1876, the eighty-second anniversary of the commodore's natal day. President McTyeire made a very happy occasional speech; trustees, faculties, and students telegraphed their greetings to the founder of the university, and Chancellor Garland delivered a discourse on his life and character and his benefactions to the university.

In June, 1876, Bishop McTyeire was in New York on university business and visited Mr. Vanderbilt, then in his last illness. What happened is worth telling in Bishop McTyeire's own words:

On taking leave to come home he [Mr. Vanderbilt] remarked it would likely be our last interview in this world—he had hoped to visit us here, but that must be given up now—sent his regards to the trustees and faculty and the students; wished that the institution might prosper and do good, and, still holding my hand, paused. "Could you not put off leaving for one day?" I replied that no urgent matter required me to keep my appointment in leaving just then if his wish were otherwise. "My purpose has been to add \$300,000, making out the million. I have perfect confidence in my son; I know he will carry out my wishes; but there's no telling what may happen from outside to delay and hinder; so you had better take it along with you. If you will defer your trip till to-morrow we can have the papers fixed up." That was the only time the subject of money was mentioned during a visit of days.

The donation was in 7-per cent railway bonds, the same as composed the first donation, and was made and accepted on the condition that it should be a part of the endowment fund, the principal to be kept intact, the interest only to be used.

Cornelius Vanderbilt died January 4, 1877, and was sincerely mourned by the people of Nashville and Tennessee. The exercises of the university were suspended and faculties and students passed resolutions of sorrow and gratitude. Resolutions were passed also by a mass meeting of Nashville citizens, and by the general assembly of Tennessee, then in session. On the afternoon of Sunday, January 7, Bishop Mc-

Tyeire preached a memorial sermon to a crowded audience in the university chapel.

When Mr. Vanderbilt transmitted the endowment fund to the board of trust he closed his letter to President McTyeire with these words:

And if it shall through its influence contribute even in the smallest degree to strengthening the ties which should exist between all geographical sections of our common country I shall feel that it has accomplished one of the objects that has led me to take an interest in it.

The gift did not fail of its purpose. "The act, timely and delicately as munificently done, touched men's hearts. It had no conditions that wounded the self-respect or questioned the patriotism of the recipients. The effect was widely healing and beneficent as against any sectional animosities which the late unhappy years had tended to create. A distinguished statesman remarked, 'Commodore Vanderbilt has done more for reconstruction than the Forty-second Congress.'" This feeling was prominent in the speeches made at the citizens' meeting and in the general assembly on the occasion of Mr. Vanderbilt's death. Said one of the speakers at the former, "He came to us not as a military chieftain or conqueror; he came not with fire and sword, desolating our homes, tearing down our temples; but," etc. And in the house Speaker Taliaferro thus brought to a close the speeches on the adoption of the joint resolution of senate and house:

With one stroke of the hand he rubbed out all the party lines and the party distinctions, and placed to the benefit of the children of Tennessee and the entire South the sum of \$1,000,000. We see no statues erected in memory of Commodore Vanderbilt, but there are monuments, such as stand in the vicinity of Nashville, which will live for generations to come. I most heartily indorse the resolutions and agree that Tennessee has done no more honor to Commodore Vanderbilt than she has done to herself.

The sentiment has been most beautifully expressed in a college song:

And when the time shall come again,
When bitterness shall cease,
The blushing South to the North shall say,
'Thou mayest if thou wilt,'
The ring for that bright wedding day
Shall be our Vanderbilt.

MEDICAL DEPARTMENT. OPENING OF THE LAW DEPARTMENT.

As was related in the history of the University of Nashville, Vanderbilt University acquired a medical department April 21, 1874, by adopting the medical department of the University of Nashville. The medical department was thus the first department of the university put in operation, although the law department was nominally in existence for a year before the biblical and academic departments were opened. On the 29th of April, 1874, the board of trust elected the following able law faculty: William F. Cooper, dean; Ed Baxter, Jordan Stokes, Edward H. East, Thomas H. Malone, H. M. Spofford, A. O. P. Nicholson,

professors, and William B. Reese, junior professor. The department was to have rooms in the third story of the Southern Methodist Publishing House. But the rooms were not ready, and many prospective students thought in consequence that the opening of the school would be postponed and did not come to Nashville at all. Some who came left, but four remained, and to these Judge Reese, the junior professor, began to give instruction. The dean of the department and the president of the board of trust determined, in effect, to postpone for a year the opening of the law school, but it was left with Judge Reese and his pupils whether they should continue their work. They decided to go on, and Judge Reese was guaranteed a salary of \$700. The judge carried one of his pupils (William V. Sullivan, of Oxford, Miss.) to graduation. The others he prepared for the senior course. His class increased in time from 4 to 6.

The board of trust now determined to reorganize the law school on a different plan. The old faculty resigned, and May 25, 1875, the executive committee elected Thomas H. Malone, William B. Reese, and Ed. Baxter professors, naming Malone dean. The law department of Vanderbilt University was leased to these gentlemen for twenty-five years from May 27, 1875; the lessees engaging to maintain a law school equal to the other law schools of the United States. The terms of the agreement were as follows: The university to provide rooms in the university building; the law faculty to receive and enjoy all tuition fees and to be guaranteed a yearly salary of \$1,000 each for the first three years; the university to publish catalogues of the law department annually, free of charge; the law faculty to have exclusive control of the law department, including the power to create, abolish, or change professorships, the university reserving the right to impeach and remove professors for just and sufficient cause; each lessee to have the power to appoint his successor in the lease, subject to the confirmation of the other lessees and of the university; if a lessee should die without appointing his successor, his personal representatives to do so, subject to confirmation as above; law students to be subject to university discipline in like manner with the students of other departments; the university to appoint one of the lessees dean of the department, he to be a member of the university senate.

In the announcement for 1875-'76 the law faculty outline a two-year course of study and present their ideas on legal education and the methods they intend to follow. They can not, they assert, make lawyers in two years, neither can they teach the rules of local law or the special branches of the science. Their endeavor, therefore, will be to ground their pupils in the fundamental principles of law and to give to their minds a legal trend and training. Moot courts, assimilated to the procedure of actual courts, will be a feature of the instruction. Nashville, with the State library open to students, and with some State or Federal court always in session, offers superior advantages to the student of law.

The professors of the Vanderbilt law faculty have been men actively engaged in the practice of law, and this fact necessarily has had much to do with shaping the character of the school. The first announcement contained a passage vindicating and even commending this feature to the public:

Every member of the faculty is engaged in the vigorous practice of the profession, which they by no means propose to forego, and yet they have pledged themselves to each other and now assure the friends of the university that whatever time and labor may be necessary to secure the highest success within the compass of their ability will surely be given to the law school. They hope, too, that coming daily to their lectures, fresh and heated from the contests of the bar, they may be able to impart to the study of the law a measure of the enthusiasm inseparably connected with the practice, and at all events they will keep prominently before the student the live law and practical questions of the day.

PREPARATIONS FOR THE OPENING OF THE ACADEMIC AND BIBLICAL DEPARTMENTS.

The medical and law departments had begun their work, but the biblical and academic departments, the latter the most important of all, the one to which the others are only accessories, were not yet organized. Preparations, however, were going rapidly forward. At the meeting of the board of trust in May, 1873, Bishop McTyeire and Dr. L. C. Garland were chosen a committee and charged with sundry important duties in the establishment and organization of the university. A building committee was appointed to act in conjunction with Bishop McTyeire.

January, 1874, Bishop McTyeire presented to the board a letter from Dr. Garland as the report of the committee of two on the organization of the university. Dr. Garland advises the creation of four chairs in the biblical department, eleven in the department of literature, science, and philosophy, seven in the law department, and eleven in the medical department, and names the chairs in the first two departments. He favors the establishment in the present of all the schools that the university expects ever to operate, although it may not be able to operate them now. A high ideal must be set up as the goal of all effort. Unless this is done people will believe the means of the university amply sufficient to attain all its ends. But, seeing some of its wheels idle, men of wealth will be prompted to furnish the motive power. Dr. Garland recommends, therefore, that where the university can not afford to hire a professor it employ instead a "teacher" at a lower salary. And, too, the work of some schools may be distributed among the professors of other schools. He urges that the public must not be disappointed in the character of the institution. It must be a university *de facto* as well as *de jure*.

The board of trust at this time determined the salaries and the relative rank of professors. Full professors were to receive the use of a dwelling and \$2,500 a year; adjunct professors were to receive \$1,500 a

year.¹ The salary of the chancellor was fixed at that of a full professor, with \$500 additional. These salaries were not always given, much depending on the amount of work attached to the chair and on the experience, reputation, and ability of the professor.

Plenty of time was taken in the selection of men for the various chairs. Some upon whom the choice fell declined and others had to be found. The first appointments were made nearly two years, the last one less than a month, before the opening of the university. The faculties of the academic and the biblical departments finally stood:

Landon C. Garland, LL. D., *Chancellor*.

ACADEMIC DEPARTMENT.

L. C. Garland, LL. D., *Professor of Physics and Astronomy*.

Nathaniel T. Lupton, A. M., *Professor of Chemistry*.

Milton W. Humphreys, A. M., PH. D., *Professor of Greek*.

B. W. Arnold, A. M., *Adjunct Professor of Latin*.

Edward S. Joynes, A. M., *Professor of Modern Languages, including English*.

Andrew A. Lipscomb, D. D., LL. D., *Professor of Philosophy and Criticism*.

James M. Safford, M. D., PH. D., *Professor of Mineralogy, Botany, and Economical Geology*.

Alexander Winchell, LL. D., *Professor of Zoölogy and Historical and Dynamical Geology*.

William Le Roy Broun, LL. D., *Professor of Mathematics*.

John C. Granbery, A. M., D. D., *Acting Professor of Mental and Moral Philosophy*.

BIBLICAL DEPARTMENT.

T. O. Summers, D. D., LL. D., *Professor of Systematic Theology*.

A. M. Shipp, D. D., *Professor of Exegetical Theology*.

John C. Granbery, D. D., *Professor of Practical Theology*.

The Vanderbilt profited by the experience and example of older institutions. Her professors were drawn from their faculties and her curriculum was made out only after a careful study and comparison of their curricula. President McTyeire visited in person Union Theological Seminary, the University of Virginia, Yale, Cornell, and Syracuse. The physical and chemical apparatus were obtained in Europe, direct from the best manufacturers—not through agents, but by the personal selection of the professors of physics and chemistry, Profs. Garland and Lupton going abroad for the purpose. Prof. Lupton had been a pupil of Bunsen at Heidelberg. He now visited some of the finest laboratories in England, France, and Germany. His purchases were

¹ Since 1879 the guaranteed salary of a professor has been only \$2,000. However, the tuition fees, or a portion of them, are divided *pro rata* among the professors. Adjunct professors usually receive the use of rooms in Wesley Hall.

made chiefly in Paris, London, Darmstadt, Pfortzheim, Heidelberg, Bonn, and Cologne. Dr. Garland's purchases were made from Paris and London firms. In the school of natural history and geology the museum and cabinets contained several thousand specimens, some purchased abroad, others donated, and many belonging to the private collection of Prof. Safford. Ward's complete series of casts was bought for the school.

When the university was dedicated there were standing on the campus eight professors' houses recently constructed; Wesley Hall appropriated to the use of divinity students; the main university building; the observatory, unfinished; and a number of other structures devoted to various purposes.

DEDICATION AND INAUGURATION OF THE UNIVERSITY.

The dedication and inauguration exercises of Vanderbilt University took place Sunday and Monday, October 3 and 4, 1875. On the first day, morning and afternoon, a sermon each was preached by Bishops Daggett and Wightman; by the former on "The Dynamics of Christianity, or Its System of Moral Forces;" by the latter on "Christ the Center and Bond of the Universe;" and a dedication hymn and a dedication ode were sung. On Monday morning, in the university chapel, a full-length portrait of Commodore Vanderbilt was unveiled. Governor Porter then spoke briefly, welcoming the university to Tennessee, after which Rev. Charles F. Deems, D. D., delivered an address on the "Relations of the University to Religion." Near the close of his address he took from the desk an envelope, opened it, and read the following telegram:

NEW YORK, *October 4.*

TO DR. CHARLES F. DEEMS:

Peace and good will to men.

C. VANDERBILT.

Dr. Deems was followed by Rev. A. A. Lipscomb, D. D., lately chancellor of the University of Georgia, now professor in Vanderbilt University, on the "Relations of the University to General Education." Next came the installation of the faculties. President McTyeire addressed them shortly and delivered to Chancellor Garland the keys of the university. The chancellor responded briefly. A part of the inauguration ode, composed by the Rev. Dr. Lipscomb, was then sung. After the reading of another telegram from Mr. Vanderbilt invoking on the institution the blessing of "the Great Governor of all things," the exercises came to an end.

SCHEME OF STUDIES AND DEGREES.

A university pure and simple, receiving only college graduates and beginning where the college leaves off, would not have met the wants of the people and would have had little material on which to work.

A compromise was effected and a curriculum made out that overlapped the junior and senior years of a college course and extended two years into a university course. First and second college, first and second university the years were called. The assumption that the Vanderbilt curriculum was two years higher than the curriculum of the ordinary Southern college, though an overstatement perhaps, was not yet without its basis of truth. Some studies extended through the college course and through the first year of the university course, others ran the whole length of both courses, while still others belonged wholly to the university course. The following schedule, showing the number of hours per week assigned to the different classes in each school, will make the matter clear:

Studies.		College course.		University course.	
		First year.	Second year.	First year.	Second year.
1	Latin.....	5	3	3	2
2	Greek.....	5	3	3	2
3	Modern languages.. {	French.....	3	2	.....
		German.....	3	2	.....
		English.....	3	2	.....
4	History, philosophy, and criticism.....	.....	3	2	2
5	Moral philosophy.....	.....	.....	3	2
6	Mathematics.....	5	3	3	2
7	Applied mathematics.....	.....	.....	3	2
8	Physics and astronomy.....	.....	.....	5	3
9	Chemistry.....	.....	.....	5	3
	Geology and mineralogy.....	.....	.....	3	2

The class system, by which all who enter college together pursue the same studies at the same time and are carried to graduation together, notwithstanding diversities of taste and differences of capacity, was discarded and the school system adopted. A student took up whatever branches he pleased in whatever order he pleased, provided always that he was prepared to enter upon the studies of his choice. He might, if he fancied, begin with moral philosophy and end with English. The system was in fact one form of the elective system. If a man did not care for a degree, the widest possible latitude was allowed; the only condition being that a reasonably large amount of work must be taken. But to applicants for degrees all discretion was denied, except as regarded the order in which studies might be pursued. And subsequently this discretion was refused for the first two years of the baccalaureate courses. The completion or the part completion of certain schools was required. Four years, it was thought, were necessary for the attainment of the baccalaureate degrees and five years for that of the master's degree. The degrees offered were—Academic: Bachelor of philosophy (B. P.); bachelor of science (B. S.); bachelor of arts (B. A.), and master of arts (M. A.). Professional:

Civil engineer (C. E.); bachelor of laws (B. L.), and doctor of medicine (M. D.). The university degrees of mining engineer (M. E.) and doctor of philosophy (Ph. D.) were added the second year and later on professional degrees in theology, dentistry, and pharmacy. Below are given the requirements for degrees according to the register of 1876. Few changes were made in them until 1887, when the whole scheme of studies and degrees was swept away. These requirements should be read in connection with the schedule of hours on page 123.

BACHELOR OF PHILOSOPHY (B. P.).

Required: Proficiency [*i. e.*, 60 per cent] in college course of English, modern languages, mathematics, history; and in first year (university), history, physics, chemistry, natural history, and geology; and in first and second year (university), moral philosophy.

The college course of Latin may be substituted for one modern language.

BACHELOR OF ARTS (B. A.).

Required: Proficiency in college course of Latin, Greek, English, mathematics, and history; in first year (university), Latin, Greek, history, chemistry, natural history, and geology; and in first and second year (university), moral philosophy, physics, and astronomy.

BACHELOR OF SCIENCE (B. S.).

Required: Proficiency in college course of mathematics, modern languages and English; in first year (university), mathematics and moral philosophy; and in first and second year (university), physics and astronomy, chemistry and natural history, and geology.

The college course of Latin may be substituted for one modern language.

MASTER OF ARTS (M. A.).

To obtain this degree the candidate must be a graduate [*i. e.*, must have completed the course, and that with a grade of 80 per cent] in eight of the following subjects and proficient in all: (1) Latin, (2) Greek, (3) mathematics, (4) English, (5) one modern language, (6) history, (7) physics, and astronomy, (8) chemistry, (9) moral philosophy, (10) natural history and geology.

The college course in two modern languages may be substituted for the entire course in one.

CIVIL ENGINEER (C. E.).

Required: Proficiency in college course of English and modern languages, and graduation in pure mathematics, physics and astronomy, natural history and geology, and chemistry; and in addition the special course prescribed in the school of engineering.

MINING ENGINEER (M. E.).

This degree required a year's study in addition to the work done for C. E., mostly in the laboratory, in the schools of chemistry and of natural history and geology. As for the other degrees, so for this, a candidate must prepare an essay, an oration, or a thesis.

DOCTOR OF PHILOSOPHY (PH. D.).

This degree was offered to baccalaureate graduates who for not less than two years after graduation should pursue any group of studies in a given collection of five groups, and who should stand the required examinations and present an acceptable thesis.

SUBCOLLEGIATE CLASSES.

The applicants for admission to the university during the earlier years of its history were many of them woefully unprepared. Chancellor Garland declared at the close of the first year that had the rules been strictly enforced fully two-thirds of the applicants would have been rejected. Here was a dilemma. The Vanderbilt had hoped to be a university, and yet the young men who came to her were not fitted for her lowest college classes. She was confronting a condition with which she had to deal; there was no evading it. The opening of a grammar school under the supervision of the university had been announced. This was not done, but "subclasses," taught by instructors and fellows and even professors, were established instead. These classes stood in close relations to the college classes, were in fact merely accessory thereto, and could easily be abolished when there was no longer any necessity for them.

CREATION AND HISTORY OF THE DENTAL DEPARTMENT.

June 10, 1879, Vanderbilt University added to her other departments a dental department by contract with a number of gentlemen who became the faculty of the new department. These gentlemen, with their respective chairs, were: William H. Morgan, M. D., D. D. S., dean, clinical dentistry and dental pathology; James C. Ross, D. D. S., operative dentistry and dental hygiene; Robert R. Freeman, M. D., D. D. S., mechanical and corrective dentistry; Thomas A. Atchison, M. D., materia medica and special therapeutics; John R. Buist, M. D., oral surgery and surgical pathology; David R. Stubblefield, M. D., anatomy and physiology; Nathaniel T. Lupton, LL. D., chemistry and metallurgy, and Robert W. Steger, M. D., chemistry and microscopy.

By the terms of the contract the faculty were to provide rooms for the department at their own expense, the university appropriating \$1,000 towards equipment. Tuition fees should go to the professors in full compensation for their services; while matriculation fees were set apart for expenditure on library and apparatus. Judging from the complaints made to the board of trust, the dental faculty did not find their contract profitable. In 1889 the department moved into new quarters in the just constructed law and dental building on Cherry street. The university charged for these new quarters \$1,200 a year, and required the faculty to hire their own janitor and do their own lighting and heating. The building was erected with endowment funds,

and the university authorities claimed that the rooms could not be let to the dental department free of rent without perverting the purpose of those funds. Moreover, by the original contract the dental faculty had agreed to provide rooms itself. The faculty demurred to the requirements of the university and the disagreement grew intense. But a compromise was made and the threatened rupture of relations averted. The original contract, however, was modified little and the dental faculty still complain of its provisions.

The dental department occupies four stories in the rear end of the magnificent law and dental building. The extensive museum of the medical department and the privileges of lectures in any department of the university are open to students. Patients in abundance are procured. Last year nearly five thousand operations were performed in the building. The regular course begins October 1 and continues until the fourth Wednesday in February. It is preceded by a preliminary course in September. The Vanderbilt School of Dentistry conforms to the requirements for graduation of the National Association of Dental Faculties. Heretofore attendance on only two full courses has been necessary, but beginning with 1891-'92 three courses will be required. The fees for a course are nearly covered by \$115.

The faculty is at present constituted as follows: Henry W. Morgan, M. D., D. D. S., dean, professor of operative dentistry and dental hygiene; James C. Ross, D. D. S., emeritus professor of operative dentistry and dental hygiene; William H. Morgan, M. D., D. D. S., professor of clinical dentistry and dental pathology; Robert R. Freeman, M. D., D. D. S., professor of mechanical and corrective dentistry; Thomas A. Atchison, M. D., professor of materia medica and special therapeutics; D. R. Stubblefield, A. M., M. D., D. D. S., professor of chemistry and metallurgy; Ambrose Morrison, M. D., professor of anatomy and physiology; Orville H. Menees, M. D., professor of aural surgery, histology, and pathology. Demonstrators: A. P. Johnstone, D. D. S., demonstrator of operative and mechanical dentistry; S. S. Crockett, M. D., demonstrator of anatomy.

The matriculation books of the department show a rapid growth of attendance. From the beginning in 1879-'80 till now the yearly enrollment has been 15, 20, 33, 27, 28, 55, 76, 80, 76, 96, 100, 135. The total number of graduates has been 277.

CREATION AND HISTORY OF THE DEPARTMENT OF PHARMACY.

The Vanderbilt School of Pharmacy dates back to an agreement made April 16, 1879, between the university and Drs. Thomas A. Atchison and William G. Ewing, Drs. Atchison and Ewing engaging to fill, the one the chair of materia medica and toxicology, the other the chair of the theory and practice of pharmacy; while the university agreed to furnish professors for the chairs of chemistry and of botany and mineralogy. The annual sessions of the school were to be five months in

length, and a tuition fee of \$50 was to be charged, of which one-fourth should go to Prof. Atchison and one-fourth to Prof. Ewing. If either party should decide to withdraw from the arrangement, five months' notice was to be given the other party. The arrangement continued in force until 1888. Instruction in chemistry and in natural history and geology was given by the professors and instructors in those schools of the academic department. In 1884 Dr. Atchison retired from the faculty; Dr. Ewing took his place and Dr. J. C. Wharton was elected to the chair vacated by Dr. Ewing.

To obtain the degree graduate in pharmacy (PH. G.) required attendance upon two full courses of lectures and a thesis on some subject in materia medica, chemistry, pharmacy, or some branch of science immediately connected therewith. A very important condition of graduation was added in 1886, namely, that a student must have four years' practical experience in a drugstore, including the time spent in attendance upon lectures and in laboratory work. If the candidate had not had the requisite experience, a certificate, exchangeable for a diploma when the requirement should have been met, was to be given him.

Prior to 1888 there were no entrance examinations to the pharmaceutical department, and the students were not on the whole the equal of the academic students in point of intelligence and previous education.

The department required of them no educational qualifications for admission, and added nothing to their educational qualifications beyond a certain amount of professional knowledge. In order to elevate the character of the department by increasing as well the general mental as the professional excellence of its graduates, the changes of 1888 were introduced. These changes consisted in the institution of entrance examinations; the addition to the course of elementary French or German, Latin, and physics; the lengthening of the session from five months to nine months; the abolition of the rule requiring a thesis of a candidate for graduation; and the creation of a post-graduate degree master of pharmacy (PH. M.).

These innovations were a radical departure from the policy and practice of most professional schools, and the department lost patronage. Latin, French, and German were dropped from the course in 1889, and English substituted. In a year this went the way of the others, and only physics was left of the studies added to the course two years before. But the entrance examinations in English, history, arithmetic, and geography, and the nine months' sessions were retained. In 1890 Profs. Ewing and Wharton resigned, and E. A. Ruddiman, PH. M., was elected instructor in materia medica and pharmacy, his whole time to be given to the university. The attendance of students from the establishment of the department in 1879 until 1891, inclusive, has been, for the various years in their order, 12, 17, 23, 20, 25, 26, 39, 46, 44, 28, 15, 22. The number of graduates, including those who have received certificates exchangeable for diplomas, has been 95.

The department of pharmacy is correlated with the academic schools of chemistry, and of natural history and geology. The latter is domiciled in science hall; the former, together with the pharmacy department, occupies the whole of the basement of the main building. Where possible, time and labor are saved by combining the work of the two schools and of the department. The best advantages the university affords in the way of scientific laboratories and apparatus are thus enjoyed by the students of pharmacy, and many of the graduates are ranking high as practical pharmacists and manufacturing chemists.

HISTORY OF THE MEDICAL DEPARTMENT SINCE 1874.

The origin and early history of the medical department of the University of Nashville (since 1874 the medical department of the University of Nashville and Vanderbilt University) have been fully treated in the history of the University of Nashville. Only a few words need be said of its later history. The faculty, desiring to build a hospital in connection with the medical college, secured from the University of Nashville an extension of their lease until 1905. A building with a capacity of 250 patients was erected in 1875 immediately adjoining the college building. It has recently been enlarged, remodeled, and refitted. Its clinical facilities are under the exclusive control of the medical faculty. Not far from the college is the City Charity Hospital, the privileges of whose wards and lecture rooms are accorded the faculty. The regular course of instruction is five months in length, beginning about the 1st of October and ending about the 1st of March. A preliminary course is given in September. Candidates for graduation must have attended two full courses of lectures, and have studied medicine three years under a regular practitioner, including the time spent at the college. The faculty have under consideration a graded scheme of studies, covering three instead of two courses of five months each. The necessary fees for a full course are \$115. In 1875 the composition of the faculty was as follows: Thomas Menees, M. D., dean, professor of obstetrics; James M. Safford, M. D., professor of chemistry; Paul F. Eves, M. D., professor of operative and clinical surgery; William T. Briggs, M. D., professor of the principles and practice of surgery; Thomas L. Maddin, M. D., professor of the institutes and practice of medicine; William L. Nichol, M. D., professor of the diseases of women and children and of clinical medicine; Van S. Lindsley, M. D., professor of physiology; Thomas A. Atchison, M. D., professor of materia medica and therapeutics; Thomas O. Summers, jr., M. D., professor of anatomy and histology; John H. Callender, M. D., professor of psychological medicine; Charles S. Briggs, M. D., demonstrator of anatomy.

In 1891 the faculty stood thus:

Thomas Menees, M. D., *Dean, Professor of Obstetrics.*

William T. Briggs, M. D., *Professor of Surgery.*

Thomas L. Maddin, M. D., *Professor of Principles of Medicine and General Pathology.*

William L. Nichol, M. D., *Professor of Practice of Medicine and of Clinical Medicine.*

John H. Callender, M. D., *Professor of Physiology and Psychology.*

James M. Safford, M. D., *Professor of Chemistry.*

Thomas A. Atchison, M. D., *Professor of General and Special Therapeutics and State Medicine.*

Charles S. Briggs, M. D., *Professor of Surgical Anatomy and Operative Surgery.*

Orville H. Menees, M. D., *Professor of Anatomy and Histology.*

George C. Savage, M. D., *Professor of Diseases of the Eye and Ear.*

William G. Ewing, M. D., *Professor of Materia Medica and Pharmacy.*

Richard Douglas, M. D., *Professor of Diseases of Women and Clinical Gynecology.*

Charles L. Eves, M. D., *Demonstrator of Anatomy.*

Ambrose Morrison, M. D., *Lecturer on Experimental Physiology.*

Odelle Weaver, M. D., *Assistant Demonstrator.*

Larkin Smith, M. D., *Demonstrator of Histology, Pathology, and Microscopy.*

J. D. B. DeBow, M. D., *Lecturer on Medical Jurisprudence.*

George H. Price, M. D., *Assistant in Diseases of the Eye and Ear.*

The enrollment of students in this department of the university between 1876 and 1891¹ has been for the years in their order, 115, 171, 192, 226, 239, 308, 281, 203, 202, 203, 211, 210, 201, 231, 279, 249. The number of graduates has been 1,513 (1875-1891).

HISTORY OF THE LAW DEPARTMENT SINCE 1875.

The law department had 25 students in 1875-'76. The following figures show the annual enrollment since that year: 26, 31, 39, 44, 53, 35, 37, 28, 35, 28, 34, 27, 37, 50, 44. Two hundred and twenty-four men altogether have received the diploma of the school. The guaranty of \$1,000 a year to each of the professors for three years cost the university something over \$3,000. The original faculty remained unchanged until 1882, when Prof. Malone retired on account of ill health. He continued, however, as emeritus professor to be dean of the faculty. His place as teaching professor was taken by William A. Milliken. In 1887 Prof. Milliken resigned and Chancellor Andrew Allison, of the Nashville chancery division, assumed the chair. In 1890 he gave way to Prof. Malone, who, restored to health, now resumed his duties, and the original faculty was again seated on the pedagogic throne. Corporation law, once attached to Prof. Baxter's chair, is now taught by Prof. Malone. The moot court feature is very prominent in the Vanderbilt Law School. Prof. Baxter devotes most of his time to this work. The three professorships are: Equity jurisprudence, corporation, and common law, Prof. Malone; commercial, statute, and constitutional law,

¹ The author was unable to ascertain the attendance for 1874-'75.

Prof. Reese;¹ and the law of evidence, pleading, and practice, Prof. Baxter. Wilbur F. Barclay is librarian, secretary of the faculty, and assistant to Prof. Baxter.

The quarters of the law department continued to be in University Hall, on the campus, until 1889, when they were changed to the new law and dental building on Cherry street, in the heart of the city. This change brings the department nearer the courts and the libraries, while students may still enjoy many of the advantages of the university—the library, the gymnasium, and the literary societies. Notwithstanding, the removal necessarily tends to divorce the law department from the departments on the campus.

The law library, consisting of 6,000 volumes, contains the private libraries of the late Francis B. Fogg (kindly donated by Godfrey M. Fogg, esq.), those of Profs. Reese and Baxter, the large library of the Nashville Bar Association, and the splendid collection of Hon. William F. Cooper, now of Boston, Mass. These books were selected with very great care by Judge Cooper during his long and honorable career at the bar, as chancellor of the Nashville chancery division, and as one of the judges of the supreme court of Tennessee, and cover the whole literature of equity jurisprudence and practice. The library also contains a number of valuable volumes contributed by other friends of the university, besides a carefully chosen line of the best elementary works, selected by a committee composed of Judges Cooper and East and the professors and librarian of the law school. Additions are constantly being made, including the reports of all the States and of England, as they issue from the press.

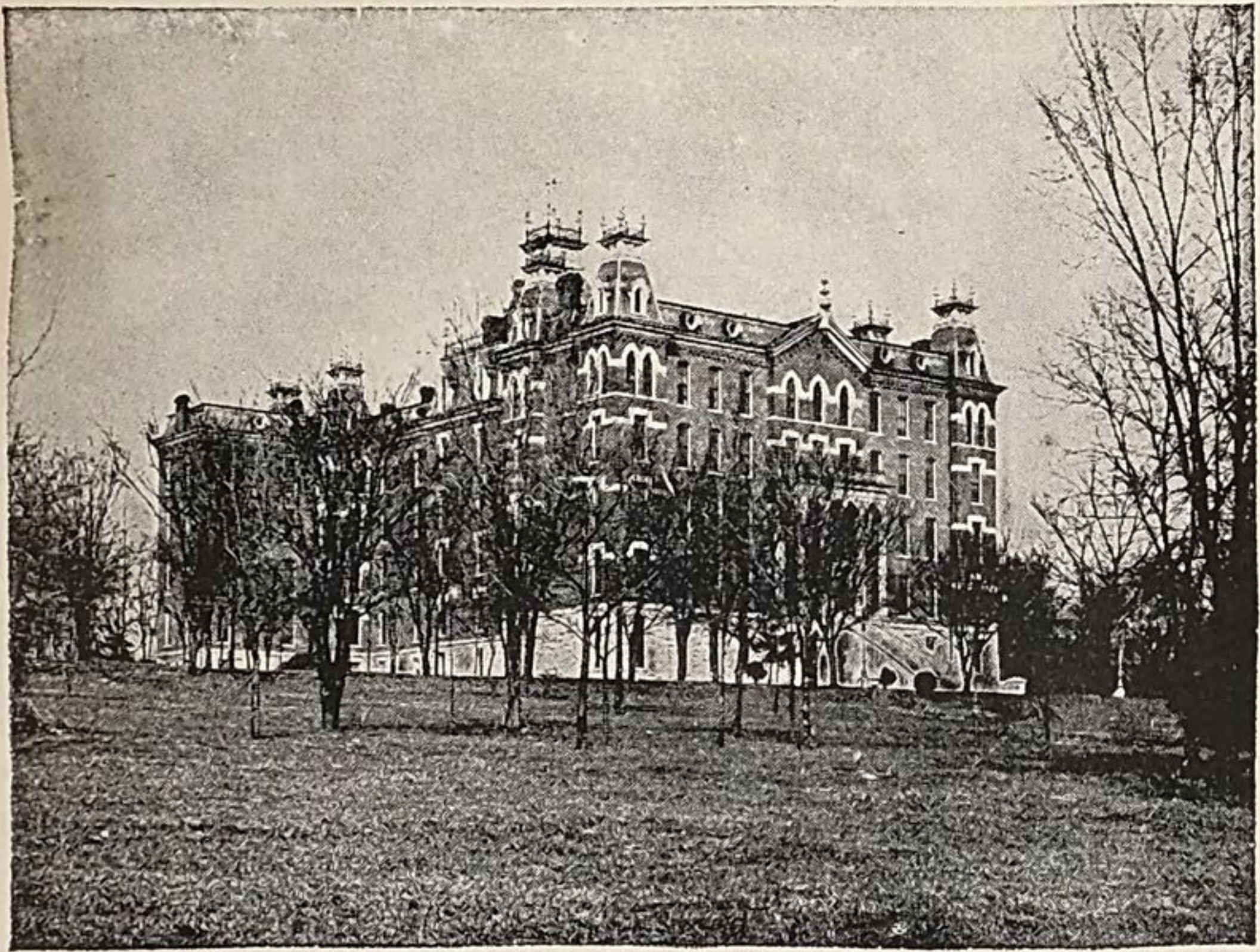
The work of the law school is comprised in two courses, a junior and a senior course, but the lectures and recitations are so arranged that the courses can both be carried on at once. As it is not beyond the capacity of the man of ordinary intelligence to carry on both courses at once, a half, perhaps more, of the students take them in one year. Quite recently three senior scholarships covering the cost of tuition for one year (\$100) have been founded to induce students to devote two years to the courses. They are awarded to the three students making the highest grades in the junior course. The holders of the scholarships act in rotation as clerks of the moot court. The attendants upon law lectures appear to number more alumni of the academic department than formerly and the character of the graduates seems to be improving in consequence.

HISTORY OF THE BIBLICAL DEPARTMENT.

Wesley Hall, the home of the biblical department, was built in 1880, out of the \$150,000 donated by William H. Vanderbilt the previous year. The old home of the department was also called Wesley Hall. Wesley Hall is five stories high, including the basement, a brick with cut-stone trimmings.

The form of the building is such as to give the greatest amount of space with the maximum degree of exterior illumination, being that of two parallel transverse sec-

¹Prof. Reese died October 24, 1891. R. McPhail Smith has been appointed to his chair *ad interim*.



VANDERBILT UNIVERSITY—WESLEY HALL.



VANDERBILT UNIVERSITY—RESIDENCE.

tions, 104 by 40 feet and 130 by 35 feet, respectively, connected by a longitudinal section 110 by 50 feet.

The basement is occupied by kitchen, dining room, storage rooms, etc.; the other floors by library, chapel, lecture rooms, and living rooms. The largest and best appointed living rooms are held by professors, and some rooms are occupied by fellows and instructors. For several years, when the department was not so full as it is now, students belonging to departments other than the biblical lived in Wesley Hall, but their presence tending to disorderliness, as was thought, the privilege was withdrawn. Each room is furnished with table, chairs, wash stand, bedstead, mattress, and blankets. Other articles are provided by the student himself. The messing system obtains, whereby board is brought down to \$9 or \$10 a month, or even lower. As biblical students pay no tuition fee, but only library and matriculation fees (\$15), necessary expenses are small.

Not till 1885 did the biblical department require of applicants for admission any literary or educational qualification. The call to preach the gospel was deemed qualification enough. The academic department was open to biblical students, but they seem not to have received the proper encouragement to enter it and supply the deficiencies of their education. Dr. Summers, dean of the department, was apparently oblivious to the disastrous effects of this policy and upheld it steadily, although in his report to the board of trust in 1881 he was forced to admit that it might be well if the church authorities would give their young men an academic training before sending them to the biblical department of the Vanderbilt. Many took up the study of theology, one of the most subtle and abstruse of sciences, who did not possess a common-school education. Some, very naturally, could not progress at all and had to leave the university. Others struggled through and then perhaps entered the subcollegiate classes of the academic department. In any event this forced and ill-timed theological drill could hardly have been expected to work good results. And it did not. Men holding the diploma of one of the departments of the Vanderbilt, and yet mayhap lacking in the rudiments of an English education, brought the university into discredit. Finally better counsels prevailed. President McTyeire expressed in these words the altered views and purposes of the university authorities:

I am convinced that in running on experimental lines we have made some mistakes which need correction. It has come to be my deliberate judgment that a young man with only a common-school education who can give but two years to preparation for the ministry had best give those years to the academic department.

Upon this idea the biblical department was in 1885 reorganized. The rule now is to admit no one to Wesley Hall who can not enter the lowest classes of the academic department. If he can enter these classes he is received and enrolled as a theological candidate, with all

the rights, privileges, and obligations of a full-fledged theologian. But not until he has completed the sophomore year of one of the courses leading to a bachelor's degree, with the privilege of dropping any of the prescribed studies and substituting others, under the advice and approbation of the chancellor, can he become a theological student proper. Meanwhile he is instructed at least once a week in the elements of theology. In lieu of this academic work at the university the completion of the sophomore year at any reputable college or a successful examination upon the sophomore studies of the academic department will be accepted. The graduates of reputable institutions are of course admitted without question.

The classical course of three years includes Hebrew and Greek; the English course of two years omits them. In 1881 the degree of bachelor of sacred theology (S. T. B.) was created and offered to full-course men who were also B. A. graduates, and even to those who did not hold a bachelor's degree, provided they could satisfy the faculty of general culture equivalent thereto. In 1886 S. T. B. gave way to B. D. (bachelor of divinity); B. D. was made conferrable on B. A. graduates only. For the classical course students not degree men receive diplomas of graduation, and for the English course parchment certificates.

Although these radical changes had to be wrought in a spirit of moderation and conservatism, and although the pill had to be sweetened to lessen its great bitterness, the results of the reorganization have been most gratifying. The hopes once entertained that the biblical department would become a sort of postgraduate school for the colleges, at least the Methodist colleges of the country, a central theological seminary for the whole church, are, it would appear, on the high road to realization. Take the year 1890-91. There were represented this year twenty-four colleges, though not all of the best perhaps, and twenty-seven conferences, nearly every conference in the church. Only 21 of the 71 students were theological candidates, while of the 50 theological students proper 35 were possessors of academic degrees. Many of these college graduates from far and near the university has attracted, like other theological seminaries, by the offer of scholarships. For the past two years a number of hundred-dollar scholarships have been awarded to meritorious college graduates in need of assistance. Ten were given the first year, eighteen last year, and twenty-three will be given this year. A fellowship, formerly open to graduates of the department, latterly only to B. D. graduates, secures the residence of a postgraduate student of theology. He is expected to pursue postgraduate studies, and, "if necessary, to teach not exceeding two hours daily under the direction of the faculty."

Dr. R. A. Young served as secretary and financial agent of the university from 1873 to 1882. Aside from raising some \$27,000 from citizens of Nashville and others towards purchasing the university site, he devoted most of his attention to securing an endowment for the bib-

lical department. He directed his appeals in particular to some of the coöperating conferences. By 1877, \$122,451.66 had been subscribed in notes, stocks, bonds, and other assets. This included the Atkinson bequest of \$40,000, left in trust to the bishops of the church by Mrs. Sarah E. Atkinson, of Memphis. One hundred and twenty thousand dollars is still about the size of the fund. It yields, as a whole, less than 4 per cent, the annual income being approximately \$4,500. Fifty thousand dollars of it are in subscription notes, on which the return is little or nothing. This fund is called the sustentation fund, because it is used to assist needy theological candidates and students. Aid is not usually extended beyond the defrayment of board, and it is not rendered gratis, but is given in the form of a loan. The note of the recipient is taken, which he is expected to pay as soon as practicable, remitting in small sums if not able to remit in large ones. Prior to 1888 the notes bore no interest, but now they draw interest at 6 per cent if not paid within four years after the student leaves the university. The money returned by old students goes to swell the fund whose benefits they have enjoyed. Lending to poor students is not the only use to which the sustentation fund is put. It supports the fellowship and the scholarships of the department.

In 1876-77 Rev. Thomas J. Dodd, D. D., was made professor of Hebrew and ecclesiastical history. Save this addition to their number and the election of John J. Tigert assistant instructor in 1881 the original faculty of the biblical department remained unchanged until the death of Dr. Summers and the election of Dr. Granbery to the episcopacy, both in May, 1882. Dr. Shipp succeeded Dr. Summers in the deanship. In 1883 Rev. W. F. Tillett, A. M., was elected adjunct professor of systematic theology and ecclesiastical history. A year afterwards he was made a full professor. At the reorganization of the department in 1885 all the professorships were declared vacant. The chairs were not all filled again until April, 1886, when Rev. W. W. Martin, M. A., B. D., of De Pauw University, was elected professor of Hebrew and old Testament exegesis. The new faculty stood: Rev. W. F. Tillett, M. A., D. D., dean, professor of systematic theology; Rev. Gross Alexander, B. A., B. D., professor of Greek and New Testament exegesis; Rev. E. E. Hoss, M. A., D. D., professor of biblical and ecclesiastical history and homiletics, and Rev. W. W. Martin, M. A., B. D., professor of Hebrew and Old Testament exegesis. An instructor in music and one in elocution completed the teaching force. In 1890 Prof. Hoss resigned and assumed the editorship of the Nashville Christian Advocate, the principal organ of the church. Rev. A. Coke Smith, M. A., D. D., of Wofford College, was elected professor of practical theology, the chair of Prof. Hoss being left unfilled. Before the reorganization of 1885 the theological faculty met with the academic faculty. Thereafter, by order of the board of trust, they met separately. The dean of the theological faculty is, however, *ex officio* a member of the

academic faculty as well as vice-chancellor of the university. The enrollment of students in the biblical department from the opening of the university to the present is given in the following figures: 25, 59, 53, 49, 51, 70, 69, 74, 54, 50, 34, 31, 32, 25, 35, 50. To these may be added the theological candidates studying in the academic department. Beginning with 1885-86 they numbered in the respective years 10, 40, 34, 27, 19, 21. There have been 57 graduates in the two-years English course and 36 in the three-years classical course. Twelve men have received the degree of B. D. and one the degree of S. T. B.

HISTORY OF THE ENGINEERING DEPARTMENT.

A degree in civil engineering was offered from the beginning, and in the second year a school of engineering was made one of the coördinate schools of the academic department. But there was no professor of engineering, and no professional instruction was given until 1879. In 1879 Olin H. Landreth, M. A., C. E., was elected professor of engineering. The next year and succeeding years Prof. Landreth was allowed one or more assistants. The school ere long attained such importance that it was erected into a department, Prof. Landreth being made dean. This was done in 1886 and completed the organization of the university upon the plan of departments, each with its faculty and dean. The dean of the engineering department was made *ex officio* a member of the academic faculty, and it was enacted that the action of this faculty might be taken in lieu of the action of the engineering faculty and should be considered equivalent thereto whenever it was applicable to the engineering department.

In August, 1879, William H. Vanderbilt donated \$150,000 to the university. With a portion of this gift Science Hall was built and supplied with a complete equipment of engineering apparatus.

This building has a central location on the grounds, being situated midway between University Hall and Wesley Hall. It has three stories and basement, with a front of 80 feet and a depth of 90 feet. In the basement is the testing laboratory of the engineering department and the laboratory of the school of mining engineering. The civil engineering lecture room and engineering museum are on the next floor, together with drawing and computing room and offices. Over this are the lecture and laboratory rooms of the School of Natural History and Geology, the Natural History Museum, and cabinets of geology, the whole occupying the second story of the building. The general drawing rooms occupy the mansard story, each room being lighted by a skylight and windows on three sides.

This is Science Hall as it is to-day. Before the construction of the Hall of Mechanical Engineering in 1888, the school of Mechanical Engineering, with all its appurtenances, and the steam plant of the university heating system were located in Science Hall. The Hall of Mechanical Engineering "is situated near the Broad street gate of the campus, and is of brick construction. The front portion (38 by 63 feet) is two stories high, with basement and high attic, and is handsomely ornamented with sandstone and terra-cotta trimmings. It contains the recitation

and drawing rooms of the School of Mechanical Engineering. The rear portion (53 by 83 feet) is of 'slow-burning mill construction,' and is two stories high. The machine shop (50 by 56 feet), engine and wash rooms are on the first floor, and the carpentry and pattern-making shops (50 by 80 feet) on the second. The wing (83 by 43 feet) is of one story, with monitor roof, and is entirely fireproof. It contains the forge shop and foundry (40 by 40 feet), storerooms, pump and boiler rooms, in which is located the steam plant of the university heating system, which supplies steam to the various buildings and for motive power. Attached to this wing is the coal house (43 by 48 feet)."

This addition to the facilities of the engineering department was due to Cornelius Vanderbilt, the grandson of the founder, who in January, 1888, gave \$20,000 for the enlargement of the department. This sum was not enough, and the university had to supplement it with a large amount.

Prof. Landreth, when he took charge of the School of Engineering, dropped the degree of mining engineer, advanced the degree of civil engineer one year, and substituted bachelor of engineering (B. E.) for the old C. E. The new B. E. and the old C. E. course comprised nearly all the studies in the B. S. course, and in addition thereto a year's work in studies purely scientific and professional, so that the engineering course was much heavier to carry than the academic course, which was heavy enough. The degree of C. E. was given a B. E. graduate on the completion of one of three courses—a course in constructive engineering, a course in geodesy, or a course in mining engineering. Later the choice of one in four instead of one in three courses, was offered, but the candidate was required to have engaged previously for not less than three months in the active practice of some branch of engineering in the line of the course chosen.

In 1887 the whole scheme of studies in both the academic and engineering departments was altered very materially. At the first perfect freedom had been allowed students in respect of the order in which they prosecuted the studies leading to a degree. It was afterwards found best to restrict this freedom in the case of students studying for baccalaureate degrees, permitting it the last two years of the course, but prescribing the order of studies for the first two years. Now the class system with its four years of prescribed work, modified by the introduction of electives, was adopted. The elective feature differed radically in the two departments, as will be seen. In the engineering department the course of studies for the first three years was made the same for all students—a general course essential to a broad and thorough training in any branch of the profession. After the third year this general course divided into specialized courses in civil, mechanical, and mining engineering. B. E. was reached at the end of the fourth year and C. E. at the end of the fifth year, whichever special course was taken. The three months of professional work were still retained

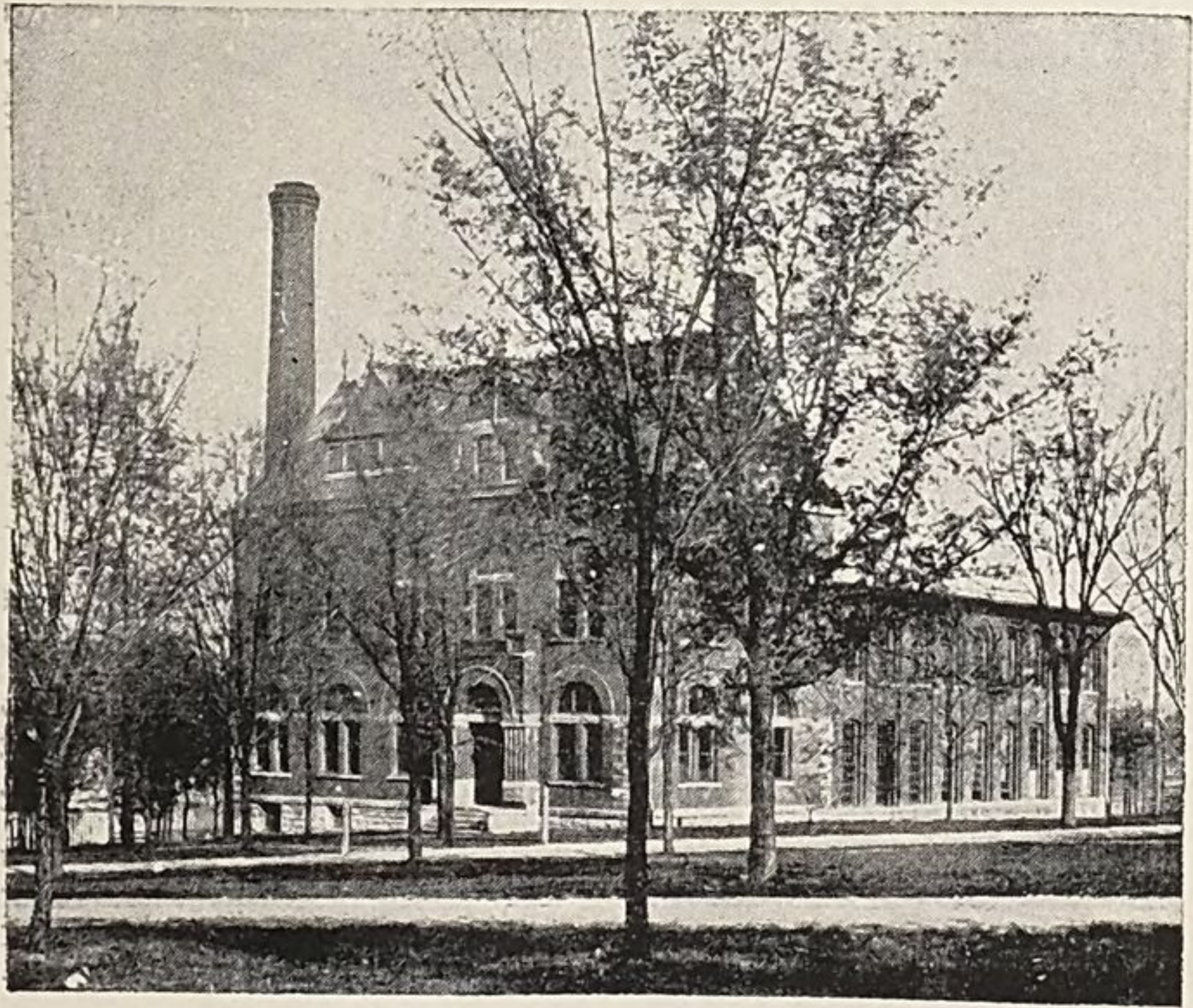
as a condition for the attainment of C. E. In 1889 the general course was shortened one year and the special courses lengthened correspondingly. The degree of B. E. was reached as before at the end of four years; but for C. E. at the end of five years was substituted C. E., M. E. (mechanical engineer), or E. M. (mining engineer), according to the special course followed. Two years later the general course was shortened to one year; so that now the studies of the three schools of engineering diverge after the first year, though four years are still required for the degree of B. E. and five years for the full degrees of C. E., M. E., and E. M. A thesis is required for all engineering degrees. And the requirement is not a dead letter, but is enforced. The new curriculum looks less to general culture than did the old and more to technical and professional training. The curriculum is hardly as difficult as it was, hardly as great a terror to young men aspiring to a diploma.

The engineering courses of Vanderbilt University will bear comparison with those of any school in the South. Nay, it is believed that they are superior to those of any other Southern school in their searching requirements and their comprehensive training. Degrees which are awarded elsewhere in two or three years are won here only after four or five years. Consequently, few men have reached graduation, but upon these few has been stamped the stamp of excellence.

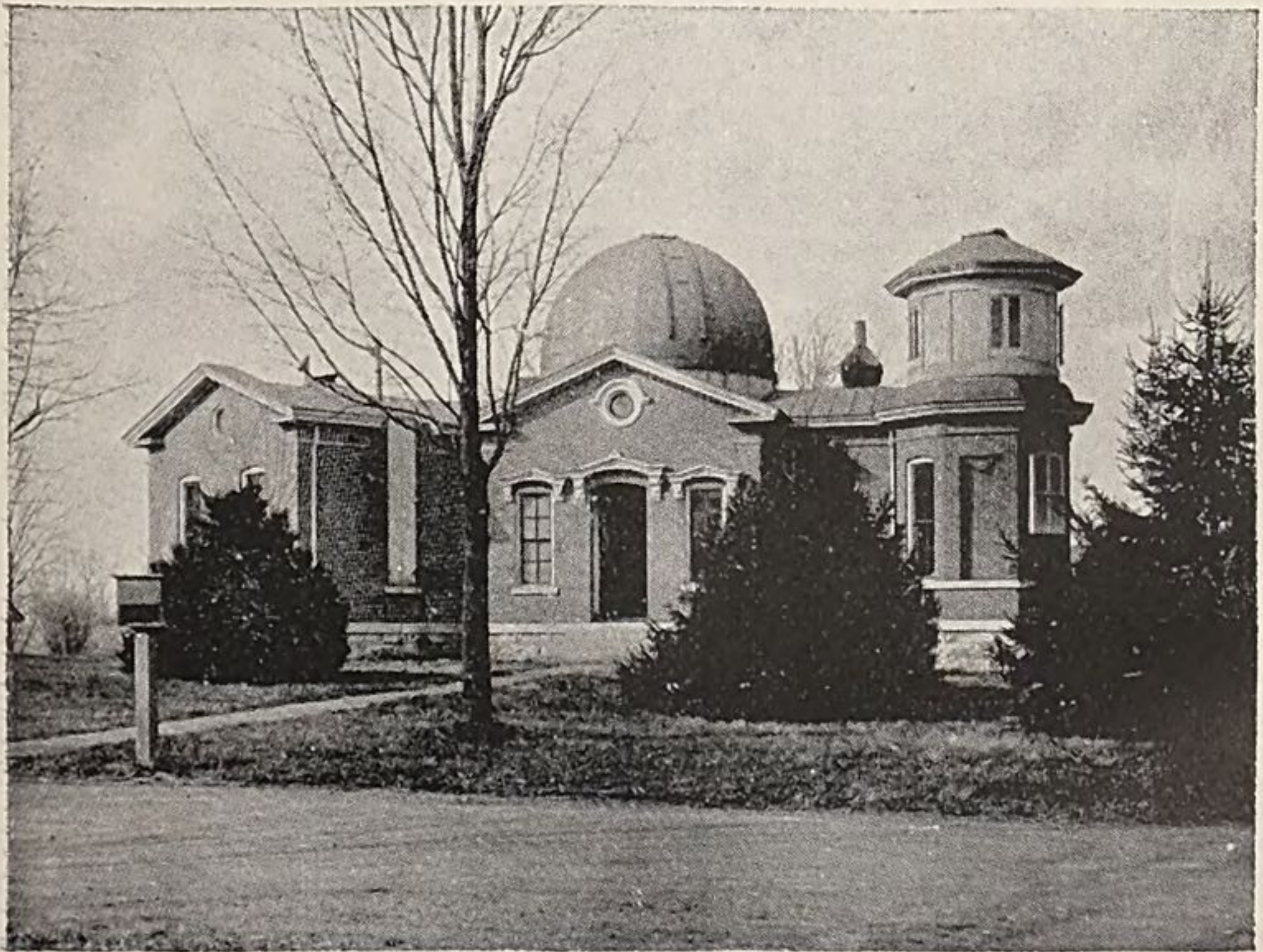
In July, 1883, Mr. William H. Vanderbilt added \$100,000 to the endowment of the university. Bishop McTyeire had had special reference in asking for the donation to the growing wants of the engineering department. Through its aid a course in manual technology was established during the session of 1883-'84, having as its purpose to teach "the theoretical principles underlying all constructive operations and trades as well as the art of manual construction." The course of two years comprehended the exercises of the shop and the instruction of the classroom. Mathematics, through trigonometry, elementary physics and mechanics, drawing, and shopwork were taught. Tuition was made free.

In the winter of 1888-'89, manual technology took up its abode in the Hall of Mechanical Engineering. Here its quarters were commodious and its appliances and facilities abundant. The course was extended and broadened somewhat and fees the same as the regular engineering fees were charged. At the same time scholarships affording free tuition were established in both classes, one for every 5 students or fraction thereof.

The School of Manual Technology possesses the advantages of competent instructors and a splendid plant. The Vanderbilt has kept abreast of the times in manual training and it is matter of regret that the opportunities she offers are not more eagerly embraced. The number of students is not what it should be, and a large proportion of these take the course merely as a preparation for a course in engineering. Though serving this purpose well, the manual training course is fairly complete in itself and looks to ends and aims of its own.



VANDERBILT UNIVERSITY—MECHANICAL HALL.



VANDERBILT UNIVERSITY—OBSERVATORY.

Prof. Landreth is much interested in securing a good road system for Tennessee, and has established a course in road-building, extending from February 1 to April 1. Free instruction is offered to one official from every county in the State, to be appointed by the chairman of the county court.

A school of architecture is badly needed, but in the present condition of the university's finances none can be established. There is no such school in the South.

The shops and laboratories of the engineering department are well equipped with machinery and apparatus, and here and in the field the student spends a good portion of his time in testing and applying the theories of the class room. Occasional visits are made to manufactories and other places of professional interest in and about Nashville, and sometimes to distant points. Indeed, from the first the art as well as the science of engineering has been taught. The professors of the department doing a certain amount of outside professional work, but not so as to interfere with the performance of their academic duties, have been enabled to mix with theory the leaven of practice. An important feature has been the working out of definite and complete "projects" after the manner of the French polytechnic schools. Among them may be mentioned two separate investigations for and designs of two bridges across the Cumberland River at Nashville; three different plans for reclaiming from river overflow a 200-acre tract in the heart of Nashville; a detailed design for the development of a large water power in southern Tennessee; and a series of investigations of several important properties of the leading hydraulic cements of the United States.

Prior to 1888 there had been instructors and assistants in the department, but only one professor. That year Charles L. Thornburg, C. E., PH. D., instructor in civil engineering, was made adjunct professor of civil engineering and practical astronomy, and William T. Magruder, M. E., instructor in mechanical engineering, was made adjunct professor of mechanical engineering. The teaching force for 1888-'89 consisted of Profs. Landreth, Thornburg, and Magruder and of five instructors in mining and metallurgy, in manual technology, physics, mathematics, and English, and in machine and wood shops. The most important change made since then was the abolition of the instructorship in mining and metallurgy. The dean of the department and the professor of chemistry give all of the instruction now given and the number of students has in consequence diminished.

The register for 1879-'80 was the first one to record separately the number of engineering students. There were 23 that year. Since then the attendance for the successive years has been 23, 29, 27, 37, 37, 26, 36, 56, 48, 49, 55. Twenty B. E.'s, six C. E.'s, and one E. M. have been conferred. The number of graduates has been small for two reasons. Of one, the rigorous requirements for graduation, we have spoken. The other reason is the demand on the department for engi-

neers. Opportunities of going to work at good salaries have drawn many students away from their studies before they had completed them. In his report to the board of trust in June, 1887, the dean said, speaking of the success of his students in obtaining work:

Fourteen have been offered and have accepted good positions while at the university within the past two months and every member of the present graduating class of engineers has received an appointment before graduating, and will accept immediately after commencement.

THE BOARD OF TRUST—IMPORTANT CHANGES IN ITS CONSTITUTION AND ORGANIZATION.

The character, organization, and composition of the board of trust have undergone important changes. The principal changes are: (1) An increase in the number of sustaining conferences; (2) the transference of the election of members from the conferences to the board; (3) a diminution in the number of representatives accorded to each conference; (4) the substitution of limited terms of service for life terms and the expiration of these terms, so as to secure a board composed at once of old and of new elements; and (5) the exercise by the bishops of the church of their chartered rights, which are virtually the rights of trustees.

(1) Four of the conferences—the North Alabama, Alabama, Mississippi, and Louisiana—which had united in applying for a charter for Central University failed after the charter had been obtained to take any steps in favor and support of the university; and in January, 1873, the board of trust declared vacant the seats of the representatives of these conferences. It afterwards appearing that the North Alabama Conference had postponed action for the sake of harmony and that it now desired to coöperate in establishing and supporting the university, the board rescinded its resolution of January, 1873, so far as the North Alabama Conference was concerned and elected the nominees of the conference to seats in its body, May, 1875. These nominees were C. D. Oliver, D. D., Rev. Anson West, Hon. W. B. Wood, and J. J. Dement, M. D. Nine years later, in 1884, the Louisville Conference was admitted as one of the coöperating conferences and Rev. R. W. Browder and Wilbur F. Barclay, alumni of the university, were elected its representatives—this in response to a petition from the alumni association asking for representation in the board. The admission of the Louisville Conference had been proposed some years before, but the petition of the alumni association brought the matter to a head.

(2) By-law No. 7 of the board of trust, adopted in 1873, provided that if a vacancy should occur in the representation of a conference it should be filled by the board upon the nomination of the conference. In his message to the board September 30, 1874, President McTyeire gave some clear and cogent reasons why the board should fill its own vacancies. He said:

The constitution, fitness, and safety of the board having this vast and growing

interest in trust will be very uncertain if by popular election on hasty and perhaps ill-considered grounds of choice its future members are to be supplied; whereas the board knows its own wants, is familiar with the nature of the work to be done, has the university and its interests in mind and in heart, and is ever watchful of its welfare and on the lookout for suitable instruments and agents to promote it.

These reasons prevailed with the board and at its next meeting, May, 1875, it enacted that vacancies should be filled on its own nomination, subject to the confirmation of the conferences concerned. Despite opposition in some quarters this method of continuing the existence of the board has ultimately prevailed and in the future will probably be accepted with little question. The charter guarantees a "fair representation in the management of the university to any annual conference hereafter coöperating with us." It is doubtful whether this provision applies at all to the originally coöperating conferences, and if it does it is within the competence of the board to grant this "fair representation" in its own way.

(3) In 1882 the representation of each conference in the board of trustees was reduced to two members, one clerical and one lay. The reduction was not made at once, but it was enacted that no vacancies should be filled until it became necessary to do so in order to maintain the representation of the conference at the minimum of two.

(4) A most important change in the character and constitution of the board was made in 1888, a change intended by the constant infusion of new elements to secure a live, progressive board, a board in touch and sympathy with the times, and yet whose conservatism and capacity for affairs should be maintained by the presence of a majority of old, experienced members. The change was this: The four members from the Tennessee and North Alabama conferences to go out in 1890; the four from the Memphis and North Mississippi conferences in 1892; the four from the Louisville and Little Rock conferences in 1894; the four from the Arkansas and White River conferences in 1896; in 1890 and every two years thereafter as the terms of one-fourth of the members of the board should expire their places to be filled by election; the members to be removable for cause and to stay in office until their successors should be elected and confirmed.

(5) Occasionally a bishop appeared in the meetings of the board of trust and was welcomed to a share in its deliberations, but not until President McTyeire's death did the bishops as a whole exercise the rights conferred on them by the charter of the university, the rights virtually of regular trustees of the institution. It was Bishop McTyeire's request that they should exercise these rights and assume a responsibility in the management of the university, and since his death they have done so.

The coöperating conferences have no control over the university unless the presence in the board of trust of representatives irresponsible to them is control. However, reports are made by the university

to the conferences and its representatives appear before them to urge its claims.

The executive committee of the board of trust, clothed between meetings of the board with full powers, their exercise, however, subject to the review of the board, has played a prominent rôle in the governance and administration of the university, and has often decided matters most important to its welfare. As at first constituted it was composed of the president, the secretary, and the treasurer of the board, and of one member of the board from each conference, elected annually. Since 1875 it has been made up of the president and the secretary and three members of the board, elected annually, a smaller body and therefore more prompt to decide and more swift to act.

Dr. R. A. Young was secretary and financial agent of the board of trust from 1873 to 1882. Since then he has been simply secretary. Dr. A. L. P. Green was treasurer till his death in 1874. The treasurers since him have been Dempsey Weaver, 1874-'79; Thomas D. Fite, 1880-'85, and E. W. Cole, 1886. When the executive committee was reduced in size, D. C. Kelley, E. H. East, and D. T. Reynolds were elected the unofficial members. No changes were made in the composition of the committee until 1889 and 1890. In the former year President McTyeire died and was succeeded by President Hargrove. In the latter year the elective membership of the committee was renewed by the choice of Robert W. Browder, D. D., Judge E. H. East, and Anson West, D. D. The board of trust at the present time is constituted as follows: Rev. S. H. Babcock, Robert W. Browder, D. D., J. W. Brown, M. D., A. R. Carter, B. A., Rev. G. A. Donnelly, J. J. Dement, M. D., E. H. East, H. W. Foote, T. T. Hillman, Andrew Hunter, D. D., W. C. Johnson, D. D., L. Q. C. Lamar, R. J. Morgan, Rev. T. Y. Ramsey, J. W. Stayton, S. K. Stone, Anson West, D. D., R. A. Young, D. D., and Bishops J. C. Keener, A. W. Wilson, J. C. Granbery, R. K. Hargrove, W. W. Duncan, C. B. Galloway, E. R. Hendrix, J. S. Key, A. G. Haygood, and O. P. Fitzgerald.

DEATH OF PRESIDENT M'TYEIRE AND ELECTION OF HIS SUCCESSOR.

On the 15th day of February, 1889, Holland N. McTyeire, president of the board of trustees of Vanderbilt university, died. His body lies buried on the university campus. Without Bishop McTyeire, Central University might have been, but without him Vanderbilt University would never have been. And had he not lived to lay the first stones in the structure, Vanderbilt University would not have been what it is. Few institutions in their beginnings are so much the work of one man. Of his wife, Bishop McTyeire said: "My wife was a silent but golden link in the chain of Providence that led to Vanderbilt University," and he asked that she be given an allowance of \$1,000 a year and be permitted to end her days in the old home on the cam-

pus.¹ Both requests were granted. Mrs. McTyeire did not long survive her husband. She died January 14, 1891.

During Bishop McTyeire's illness and until the election of his successor, Judge E. H. East, one of the seven vice-presidents of the board of trustees and a member of the executive committee, performed the duties of the president's office. The board met in May, 1889, and elected Bishop R. K. Hargrove president. Bishop McTyeire's powers had been anomalous, and the question whether or not Commodore Vanderbilt had intended that they should descend to his successor was a delicate and difficult one. The right of veto was not withdrawn from the second president, but it was understood that the exceptional powers of the first president should not be exercised by him. He is unsalaried, but receives \$1,000 a year as commutation for house rent.

The first president of Vanderbilt University was a high church dignitary, and so is the second president. After the death of Bishop McTyeire much was said and written on the subject of his successor. Should he be a clergyman or a layman, and should the choice be restricted to the Methodist Episcopal Church South? Many held that the university was a gift to the whole South and demanded that the trust be administered in the interest of no sect or section. But the trustees, conceiving that the gift was to the church first of all and through her to the South, thought it but right that a man high in her councils should be the head of Vanderbilt University.

SKETCH OF BISHOP M'TYEIRE.

The following sketch of Bishop McTyeire was written by Dr. W. M. Baskervill, professor of English language and literature in the Vanderbilt. Being a son-in-law of the bishop's, Dr. Baskervill had the advantage of a nearer view of his mind and character:

Since Thomas Jefferson no man has left such an impress upon education in the South as Bishop H. N. McTyeire. He had passed little time in the schoolroom, only serving as tutor for a short while at Randolph-Macon College in Virginia. But he had peculiar qualifications for the great work to which he was called. Born in South Carolina, educated in Virginia, he had before he became a bishop served his church as pastor and editor in Virginia, Alabama, Louisiana, Mississippi, and Tennessee. After his election to that office he had traveled all over the South and West; he had an inquiring mind, rare powers of observation, and a tenacious memory; and it can

¹The sentence quoted from Bishop McTyeire, "My wife was a silent but golden link in the chain of Providence that led to Vanderbilt University," and his request that she be given an allowance of \$1,000 a year and be permitted to end her days in the old home on the campus, were contained in a paper prepared by him on the eve of his departure for the Methodist Ecumenical Conference held in London in 1881 and read before the board of trust after his death. In his will he did not ask an annuity for his wife, but asked only that she might spend her widowhood in the old home, "not sharing it with any professor or officer." The sentence quoted above is slightly changed in his will. It reads: "My wife was a silent but golden link in the chain that brought and bound this university to Nashville and especially to Methodism."

safely be said that no other man in the South knew the wants and needs of the people better than he.

Especially was this true in regard to education. He belonged to a denomination which, he loved to remember, sprung from a university, yet which sank its roots deep into the popular heart. Equally at home in a palace or a cabin, before an ecumenical body or a congregation of mountaineers, he was a typical man of his church. His mind had long dwelt on educational problems. The old-time academies had almost ceased to exist, and the colleges, oftentimes burdened with debt and always struggling to live, appealed to him in every Southern State. He must needs think about education. So, along with others, he planned and worked for something better. By a series of masterly papers he showed the need and the uses of a great central university—an institution thoroughly equipped and well endowed. When he met Commodore Vanderbilt his plans were well matured. Each had what the other wanted. The typical southerner and the typical northerner—each strong in his own convictions, but both having at heart the best interests of the whole country—formed a partnership in which heart and brain strove to show to the world what money, controlled by great executive ability and used with a perfect knowledge of the situation, could do toward the upbuilding of the South and the restoration of fraternal feelings.

As soon as the first gift was made, Bishop McTyeire set to work with his usual thoroughness and deliberation. He visited the best institutions of the country, talked with presidents and professors, looked at the grounds, inspected the buildings, and studied all the details of these great foundations. He sent specialists to Europe to buy scientific apparatus. He picked able professors from different colleges and intrusted to them the organization of the departments and the formation of courses of study. All material interests he attended to himself.

In the matter of location and choice of site Bishop McTyeire's idea was to blend the ideal and the practical. "Academic shades and philosophic tranquillity" had great charms for him, but he also knew that "character is formed in the stream of life." No monastic traditions fettered his mind. With a quiet smile he used to tell of an agent who recommended an out-of-the-way place as more suitable than the site afterwards chosen, by saying: "Bishop, the boys will be looking out of the windows there." His reply was characteristic: "We want them to look out, and to know what is going on outside." This leader of men well knew that observation and contact with men had given him by far the better part of his education. No place for a real university like a thriving, growing, bustling city, was his opinion.

One condition of the gift was that Bishop McTyeire should have his home on the campus. The permanent endowment was given in such a shape that it could easily take care of itself. But during his life the president of the board of trustees expended over \$600,000 in grounds, buildings, apparatus, etc., and it is safe to say that not a walk was made nor a drive laid off, not a tree or shrub was planted, not a building was designed, and scarcely a brick or a stone put in place which did not receive his careful inspection and get his personal approval. This minute personal oversight and direction he maintained till he was taken away.

In the purely educational affairs of the university his influence was great, but used indirectly. The curricula and the instruction of classes were left to the faculty. No change of policy could be effected except through him, but the suggestions and the plans generally originated in that body. He wanted numbers, but he valued scholarship more. Hence he lent the weight of his powerful influence to the abolition of subcollegiate classes, to the reorganization of the Biblical department, and all the other changes that were made during his lifetime. He had the happy faculty of waiting and the willingness to be responsible for unpopular measures, if thereby he saw any gain to the university. But he was specially desirous of having a harmonious faculty, and when any new measure was proposed to the board of trustees through him, his first question was, "Are the faculty agreed?" Towards the end

of his life he came to that body more and more for counsel and advice. The last time he met with them he said, "Gentlemen, the session of the board is near at hand and I have come to consult with you. I can get more in an hour's talk with you than in a week from them."

His personal relations to officers and students were kind and courteous. He took a friendly interest in them and in their work. If a professor wrote a timely article or published a work, or if a student distinguished himself in any way, he was sure to find in "the bishop," as all loved to call him, appreciation and encouragement. He had a way of greeting the new student, especially if he was fresh from a country home, so as in a very few moments to make him feel that he had found an old friend. In many cases this was true, for owing to the bishop's wide acquaintance he was almost sure to know the new boy's father and mother, or at least his pastor or some well-known public man in his neighborhood. He had a habit of studying the matriculation book to find out who the students were and where they came from, and a hint or a suggestion would oftentimes place the student with all his home ties in the bishop's singularly tenacious memory. In this way he quietly established himself in the confidence of the students, and there were few who did not feel safer for having him as counselor and friend. Many young men were educated at his expense, but this was done so quietly and unostentatiously that often not even a member of his own family would ever hear of it.

A familiar sight to old students was the bishop, as he strolled about the campus. The large frame, with its broad shoulders and massive head surmounted by a wide-brimmed hat, the long white cane in the right hand, and the leisurely gait will not soon be forgotten. It gave him special pleasure to have some one accompany him during these strolls, and at such times he was most communicative and reminiscient. Now he could be seen plucking a magnolia—his favorite flower—for a friend in her carriage or stopping to give a welcome to some old acquaintance or to extend a courtesy to strangers. To these he was always attentive. Mr. J. M. Leech, that courteous Virginian and former secretary of the faculty, has recorded this incident: "He once cordially thanked me for conducting through the university buildings a company of plain country people, among whom was a woman with a baby in her arms. 'Who knows what may come of that visit?' said he. 'It may bring that baby here as a student. He may yet be one of our illustrious men. Who knows? Who knows? Such people are not to be neglected. Great men come of them.'"

By many he was thought to be austere and unsympathetic. A man of positive convictions and tenacity of purpose necessarily makes enemies, and the first president of Vanderbilt University was no exception to the rule. But, though he was firm and unyielding where principle was concerned, he never persecuted or oppressed any man. There was no vindictiveness in his nature. He changed the whole policy of his management more than once, for he ever learned from experience, and each time some good men threw themselves across his path and suffered the consequences.

The interests of the university were dearer to him than the favor of any man. He sundered the ties of some esteemed friendships in this work and had to meet much active and unfriendly opposition in the prosecution of his carefully considered plans for the welfare of the university. But not one that opposed suffered as much as he, though he never showed it. On his death bed he looked back on his administration without regret, for though he acknowledged that he had made some mistakes he felt that in every instance he had done the best he knew how to do with the light before him. The universal sorrow among professors and students at his untimely taking off, which each year intensifies, is the best tribute to his great and noble leadership and wise administration.

ENDOWMENT, REVENUE, AND PLANT.

More than one Vanderbilt has given of his wealth to the university; the son and the grandsons of the founder are benefactors of the institu-

tion. William H. Vanderbilt gave all told over \$450,000. His first donation was one of \$100,000 for the construction of the gymnasium, science hall, and Wesley hall. Instead of costing only \$100,000 these buildings cost \$145,404.77. Mr. Vanderbilt promptly supplied the deficit. The addition of \$100,000 in 1883 to the endowment fund was made with special reference to the needs of the engineering department. Later Mr. Vanderbilt gave \$10,000 to President McTyeire as a token of his appreciation of the management of the university, to be used as he pleased.

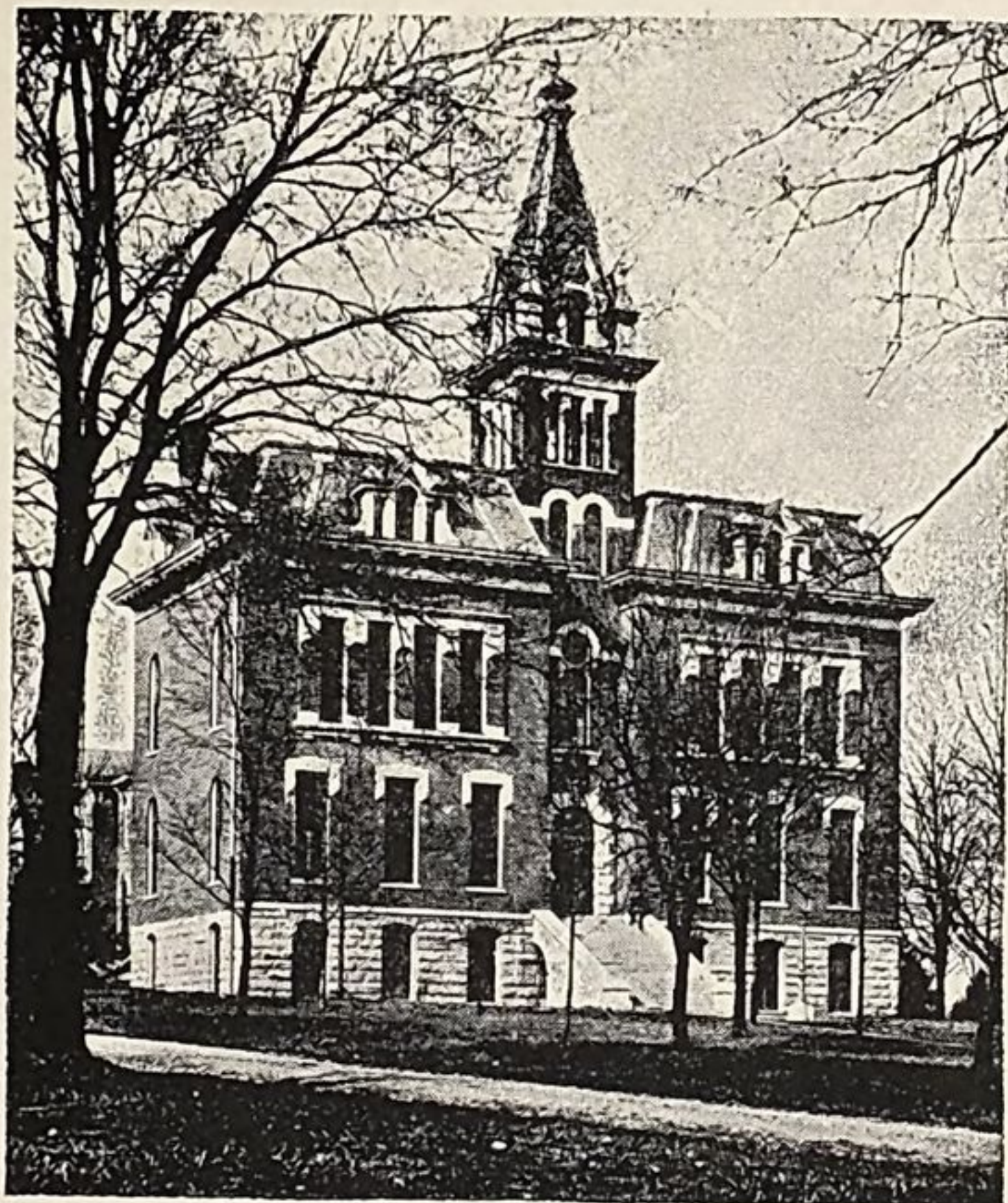
Mr. Vanderbilt died December 8, 1885, and left \$200,000 to the university. This was added to the endowment, swelling it to \$900,000. The bequest tax of \$11,775 imposed upon the legacy by the State of New York was paid by Cornelius and William K. Vanderbilt. Besides this Cornelius Vanderbilt has given \$30,000 to the university, \$10,000 for the library, and \$20,000 for the hall of mechanical engineering.

Vanderbilt University has received in round numbers, exclusive of the Biblical-department funds, \$1,500,000. Nine hundred thousand dollars have been reserved as productive endowment and \$600,000 have been expended in grounds, buildings, furnishings, machinery, and apparatus. Much of the annual revenue has, of course, been used in maintaining and improving the plant and enhancing its value by additions to buildings and equipment. The broad campus of 74 acres, with its walks and its drives, its grass and its trees, is the delight of the student and the admiration of the stranger. A happy mean has been struck between the artificial and the natural. It is on high ground just west of the Nashville corporation line. Toward the west it is level; toward the north and east, in the direction of the city, it slopes gently. Along the top of the slope and facing the city are situated three of the principal buildings—university hall, science hall, and Wesley hall. West of these are the gymnasium, the observatory, professors' houses, and students' dormitories. East of them, at the foot of the slope, is Mechanical Engineering Hall. Along the north side of the campus runs a double-track electric railway, rendering easy of access any part of Nashville.

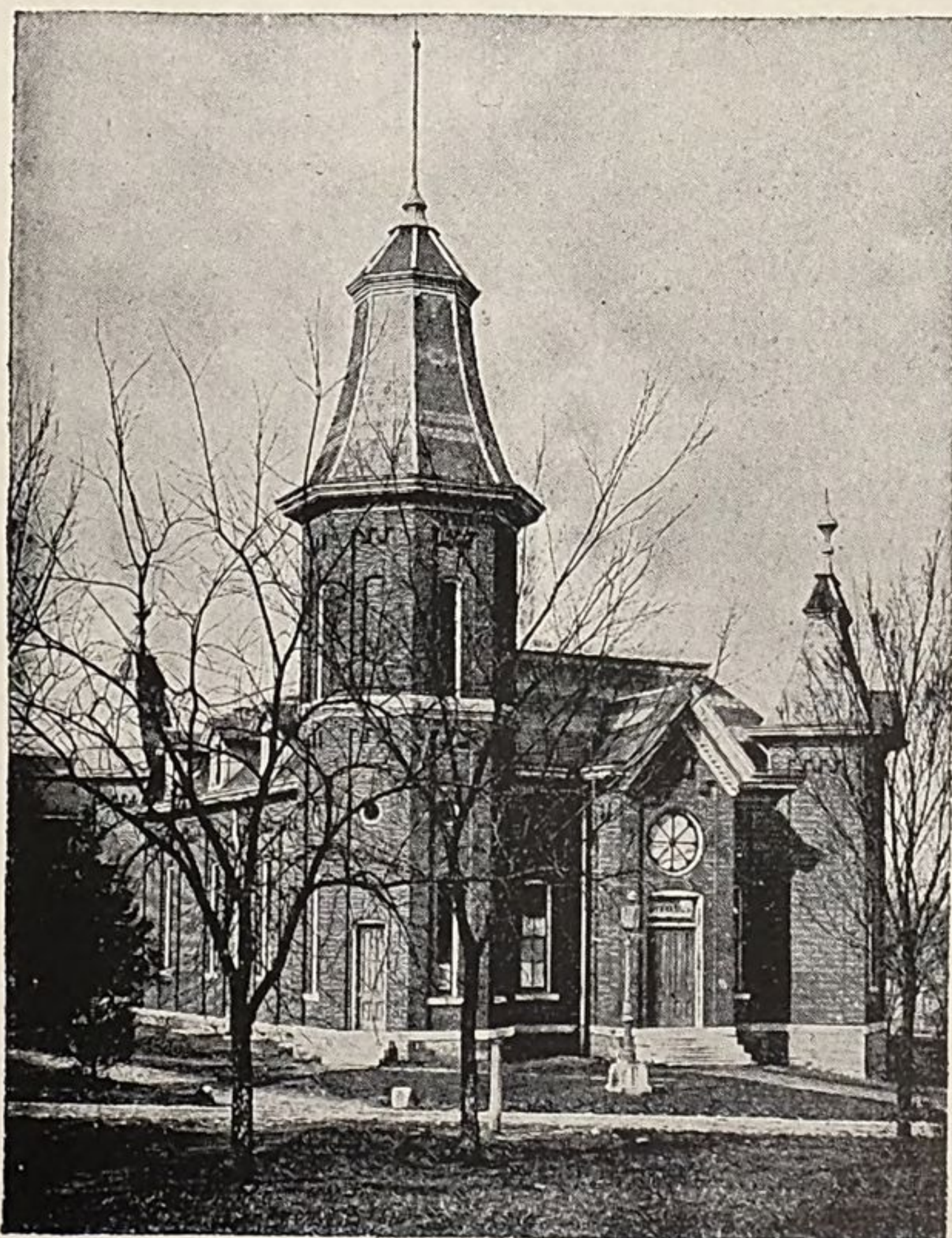
University Hall, the center of university life, is the northernmost of the larger buildings.

This building, devoted to general university purposes, is also occupied by the academic department and by the department of pharmacy.

The structure is of brick, with gray-stone trimmings, four stories in height, and 190 feet front by 140 feet deep. The first floor is occupied wholly by the schools of chemistry and pharmacy, with their lecture-rooms, working and special laboratories, balance-room, museums, and chemical storing vaults. The next floor has the business offices of the university, the apparatus, experimental rooms, and laboratory of the school of physics, and other lecture rooms. The remaining floors are occupied by the university chapel (of Gothic interior architecture), the library and reading room, literary society halls, lecture rooms, and professors' studies. The building throughout is warmed by steam from the heating station in the Hall of Mechanical Engineering, lighted by gas, well ventilated, and protected from fire by water pipes on every floor.



VANDERBILT UNIVERSITY—SCIENCE HALL.



VANDERBILT UNIVERSITY—GYMNASIUM.

Brief descriptions have already been given of Science Hall, Wesley Hall, and the Hall of Mechanical Engineering. The other buildings on the campus are the observatory, the gymnasium, the west-side dormitories, the residences of professors and other employés of the university, etc. Outside the campus there is one professor's residence and inside there are nine such. All the latter are of brick, three of them cottages and the rest large two-story houses. On the northwest corner of the campus there are seven brick dormitories for the use of students, the first of which was built in 1886. Six of them are after the same model and contain eight rooms apiece. The seventh is constructed differently and contains, in addition to a number of living rooms, dining room, kitchen, and office. From the occupant or occupants of each room the university receives an annual rent of \$25. The messing system obtains at West Side, as in Wesley Hall. Students of any department on the campus and students of the law department who have been students of the academic department and have lived at West Side are permitted to board there. This limitation imposed upon the residence of law students is necessitated by want of room. The gymnasium was built at the same time as Wesley Hall and Science Hall. It is a brick building 90 by 60 feet, well furnished with gymnastic apparatus. At either end is a visitors' gallery and below is a basement containing dressing and bath rooms. The observatory, a small brick building constructed solely for astronomical purposes, is centrally located on high ground. It is provided with an equatorial of 6-inch aperture and 8-foot focal length, accompanied by a stellar and solar spectroscope; a meridian circle reading to seconds, with four micrometers; an astronomical clock, and an altazimuth. The law and dental building, recently erected, is on Cherry street, in the heart of the city. It is five stories high, with sandstone front, and is one of the handsomest structures in Nashville. Only a portion of it is used by the law and dental departments, the rest being occupied by rented offices. Lot and building cost nearly \$100,000 and represent an investment of that much of the endowment fund.

The library occupies two rooms in University Hall. It has a large branch in Wesley Hall and a few of its books and publications may be found in Science Hall and the Hall of Mechanical Engineering. A good number of current newspapers and magazines is kept on hand. But the shelves betray a deplorable want. They contain only about 15,000 volumes. Well and in some regards splendidly equipped in respect of scientific apparatus, the university lags far behind her general progress in the matter of a library.

The endowment of Vanderbilt University was all given in \$5,000 second-mortgage bonds of the Lake Shore and Michigan Southern Railway, bearing 7 per cent interest and maturing in 1903. Although these bonds are first-class securities, they of course tend to fall to par as the date of their liquidation approaches. The withdrawal of the

endowment and its reinvestment have accordingly been begun. By May, 1891, \$165,000 worth of bonds par value had been sold and the proceeds invested in the Law and Dental Building and in certain bonds secured by improved Nashville real estate. With the fall in the rate of interest 7 per cent has become an exceptionally good return on capital. That it will not be realized again by the university is certain. Even at this early stage in the process of reinvestment the revenues from the endowment fund have been seriously impaired.

The annual budget of the university is about \$70,000, sometimes less, generally more. Several thousand dollars of the receipts are tuition, matriculation, library, and laboratory fees. The fees in the academic and engineering departments are \$65: Tuition, \$50; matriculation, \$10; and library, \$5; these in addition to laboratory fees when laboratory work is done. Many students, the holders of scholarships, pay no tuition fees, of which more anon. The fees in the department of pharmacy are: Tuition, \$25; laboratory, \$25; matriculation, \$10; and library, \$5. Biblical students pay no tuition fees, their only fees being matriculation and library fees. The law, dental, and medical departments are not included in this budget. If they were included their fees would swell the annual revenues of the university to considerably over \$100,000. Of late expense has exceeded income, and the university in consequence is in straitened circumstances. The very name of Vanderbilt suggests to most people possession of unlimited resources. It never once occurs to them that the revenues of the university may be inadequate to its purposes; but this is true, nevertheless, and the need of more money is urgent. The institution is built on a large plan and large means are required to run it.

ABOLITION OF SUBCOLLEGIATE CLASSES AND ELEVATION OF STANDARD OF ADMISSION.

Subcollegiate classes clung to the university for many years, the authorities not feeling strong enough to shake them off. The number of well-trained men who sought admission grew very slowly. Ill-trained men, it seemed, had to be taken or none. But the faculty chafed under the apparent necessity. Said Chancellor Garland: "With its existence [that of the subcollege class] I am sure the university can never exercise that elevating influence upon the preparatory schools of the country which it might do and which is one of its most important functions." At last, in 1887, on petition of the faculty, the board of trustees enacted the abolition of subcollege classes. But another year passed before the last one disappeared. The standard of entrance to the university is being all the while raised. Many applicants for admission are turned away and bidden go to a fitting school. In consequence the character of the fitting schools as well as of the university is being elevated. The fitting schools appreciate the spirit which the Vanderbilt shows in setting a high standard and in relegating the work

of preparation where it belongs, to themselves, and are giving the institution their hearty coöperation and support.

Although no official relations exist, a few fitting schools are recognized as special feeders to the Vanderbilt, some of them in fact being manned by Vanderbilt graduates, while the students from several are admitted without examination upon the certificate of their principals. The following extract from a paper read before a recent meeting of the State Teachers' Association by the head of one of the preparatory schools is evidence from a competent judge of the high standard of admission to the university:

Three years ago we had two boys who were classmates. One graduated from a certain university with the degree of C. E. before the other had entered the freshman class in Vanderbilt. Yet the latter had lost no time from school and was decidedly the superior both in ability and application.

The abolition of subcollege classes and the tightening of the entrance requirements had the effect of diminishing the enrollment, but that is recovering and will ere long surpass its former limit.

Two years ago the plan was inaugurated of holding entrance examinations in June as well as in September, and not only at the university, but in various towns and cities of the South and West. Though this plan met with little success at first, a large proportion of the freshman class is now received into the university in this way.

We subjoin the requirements for admission to the courses in arts as printed in the current announcement. For admission to either course in science, the examinations in mathematics, English, geography, and United States history are the same as for admission to the courses in arts. Both courses in science require an examination in German but none in French. One of them requires an examination in Latin, which is the same as the arts examination. Applicants wishing to enter as irregular students must pass the same examinations in English, geography, and United States history as the regulars, and an examination in mathematics, which, however, is less rigid than that set for regulars. If an irregular falls below the minimum of 40 on more than one examination he can not be conditioned, but is denied admission to the university.

FOR ADMISSION TO THE COURSES IN ARTS.

(1) *Latin*.—Cæsar's Gallic War, four books; Virgil's *Æneid*, four books; the four orations of Cicero against Catiline. Any one of the following grammars is recommended: Allen and Greenough's, Gildersleeve's, or Harkness's. It is earnestly recommended that work in Latin composition be carried on hand in hand with the reading at every stage of the preparatory course. For this purpose either of the following works may be used: Exercises in Latin Composition, by M. G. Daniell, or Practical Latin Composition, by W. C. Collar. An exercise similar to those given in these works will be given, and a passage of average difficulty from Cæsar or Cicero will be set for translation at sight. The Roman pronunciation is recommended.

(2) *Greek*.—Etymology, elementary syntax, four books of Xenophon's *Anabasis*, two books of Homer's *Iliad*, elementary prose composition (Jones's Greek Exercises

will cover the amount required). Goodwin's or Hadley-Allen's grammar is recommended. A passage from some one of Xenophon's works will be assigned for translation at sight.

(3) *Mathematics*.—Arithmetic, including the metric system of weights and measures; algebra in simple and quadratic equations, calculus of radicals, binomial theorem, indeterminate coefficients, and theory of logarithms; plane and solid geometry.

(4) *English*.—Meiklejohn's English Language (or its equivalent in English grammar and analysis of the sentence). A composition of not less than one foolscap page in length must be written in the examination room, and the subject for this exercise will be given at the time by the examiner. The subject will be taken from one of the following books: Merchant of Venice, Julius Cæsar, Robinson Crusoe, Evangeline, Vicar of Wakefield, Franklin's Autobiography.

(5) *Geography and United States History*.—Outlines, Tables, and Sketches in United States History, written and published by Miss S. L. Ensign, of Cedar Falls, Iowa, should be used in connection with a good history of the United States, such as Johnston's. In geography, Harper's or some other good manual is recommended. Teachers of the subject would be helped by Child and Nature, by A. E. Frye, of Hyde Park, Mass. It is not sufficient to have once studied geography and United States history. A fresh review before the examination is almost imperative. Until this department can be brought up to the standard of the other studies in the preparatory schools, all students, even though admitted on certificate in other branches, will be examined in United States history and general geography.

Applicants failing to attain the required standard in more than two of the above five subjects will not be admitted. Those falling below 60 per cent, but attaining not less than 40, on not more than two subjects, will be conditioned. Such students must make up their deficiency by private study, and before the close of the scholastic year be subjected to a second examination on the subjects on which they failed.

Two prizes of \$50 each are given for the best entrance examinations, the one in English, mathematics, history, and geography, the other in Latin and Greek.

RECONSTRUCTION OF SCHEME OF STUDIES AND DEGREES AND DISTINCT SEPARATION OF COLLEGE AND UNIVERSITY INSTRUCTION.

The scheme of studies and degrees outlined earlier in this history remained practically unchanged until the year 1887. Then the ax was laid at the root of the tree and the scheme was abolished. The two most important innovations were the introduction of the class system, with its freshman, sophomore, junior, and senior, and its order of prescribed studies for each year, but with a large number of electives in the third and fourth years, and the running of a distinct line of demarcation between college and university instruction. The former change brought the Vanderbilt into conformity with the large, progressive institutions of the North, and the latter change, together with other causes, gave such an impetus to the prosecution of advanced studies that the Commissioner of Education ranked the Vanderbilt among the six leading universities of the country doing post-graduate work.

The college degree of B. P. was dropped, and replaced soon after by that of B. L. (bachelor of letters). M. A. was made a university degree, Ph. D. being already so considered: and M. S. (master of sci-

ence) and D. Sc. (doctor of science), corresponding to M. A. and Ph. D., were created. Ten new fellowships, open to baccalaureate graduates of the Vanderbilt and other institutions of recognized standing, were founded, and special stress was laid upon post-graduate work. A standing committee, the committee on university instruction, composed of the chancellor and four other academic professors, was created, with general control and direction over all university instruction. The membership of this committee is the same now as it was at the first, namely: Chancellor Garland, *ex officio* chairman; Prof. Baskervill, secretary; and Profs. Vaughn, Smith, and Dudley. Quite recently the degree of B. L. was abolished and two courses leading to B. A. and two leading to B. S. were offered, whereas only one course in each had been offered before.

COLLEGE DEGREES.

Below we give the course in arts No. 1 and the course in science No. 1. The arts course No. 2 requires only one year each in mathematics, history, and moral philosophy. It includes among the required studies, however, a year of French and a year of German. Science course No. 2 requires two years of Latin, whereas course No. 1 requires none at all; but it requires only one year of French and one year of natural history and geology. It requires no history, but there are two years of history among the electives.

COURSE IN ARTS No. 1 (B. A.).

The first course of instruction leading to the degree of bachelor of arts includes the following studies. (The figures in parenthesis indicate the number of recitations or lectures per week.)

FRESHMAN CLASS.

FIRST TERM.

Latin.—Livy; exercises; Allen and Greenough's Grammar; sight reading. (4.)

Greek.—Herodotus; exercises; Goodwin's Grammar; sight reading. (4.)

English.—Tennyson's Poems; Wordsworth's Poems; Genung's Rhetoric; exercises weekly; parallel reading: Life of Goldsmith (Irving); David Copperfield; Vanity Fair; Life and Letters of Macaulay (Trevelyan). (3.)

History.—The Eastern Nations and Greece (Myers); General History of Greece (Cox). (2.)

Mathematics.—Solid geometry and trigonometry (Wentworth); algebra (Hall and Knight). (4.)

SECOND TERM.

Latin.—Cicero, Cato Major, and Lælius; exercises; systematic study of syntax; sight reading. (4.)

Greek.—Odyssey (Perrin); Lysias (Stevens); exercises; Goodwin's Grammar; sight reading. (4.)

English.—Genung's Rhetoric (continued); English prose writers (Carlyle, Macaulay, Arnold, etc.); exercises weekly; parallel reading from the same authors. (3.)

History.—History of Rome—Allen's. (2.)

Mathematics.—Analytic Geometry of Two Dimensions (C. Smith). (4.)

SOPHOMORE CLASS.

FIRST TERM.

Latin.—Cicero, Select Letters; Pliny, Letters; prose composition; sight reading. (4.)

Greek.—Plato's Apology and Crito (Dyer); Demosthenes, Philippics; Goodwin's Moods and Tenses; Greek prose composition; sight reading. (4.)

English.—Milton and Bacon; History of English Literature; essays. (3.)

History.—Mediæval European History (Myers and Montgomery). (2.)

Mathematics.—Differential and Integral Calculus (Hardy). (4.)

SECOND TERM.

Latin.—Horace; prose composition; thorough study of the Latin meters.

Greek.—Euripides, Bacchantes; Theocritus; study of meters; Greek prose composition; Greek literature (Jebb's Primer, and Lectures); sight reading. (4.)

English.—Sweet's Anglo-Saxon Primer; Chaucer; history of English literature (continued); essays. (3.)

History.—Modern European history—Myers and Montgomery. (2.)

Mathematics.—Calculus completed; Analytic Geometry of Three Dimensions (Smith). (4.)

JUNIOR CLASS.

FIRST TERM.

Required studies.

Moral philosophy.—Psychology (Hill's Psychology and Lotze's Outlines; lectures, (3.)

Physics.—Doctrine of forces and the application of the same to the equilibrium of solids, liquids, and gases; acoustics (Peck's Mechanics, Atkinson's Ganot); lectures. (4.)

Chemistry.—Chemical physics and inorganic chemistry, with experiments (Roscoe, Bloxam, or Remsen); lectures. (3.) (Laboratory exercises twice a week.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

Latin.—Tacitus, History; Juvenal; advanced Latin composition; Cruttwell's History of Roman Literature; sight reading and writing. (3.)

Greek.—Thucydides VII (Smith); Æschylus, Eumenides; Greek prose composition; study of meters; sight reading. (3.)

German.—Grammar, syntax (Joynes-Meissner); exercises; Wilhelmi's Einer muss heirathen; Novelletten Bibliothek I (Bernhardt). (3.)

English.—(1) Literature—Lectures on the origin and history of the English drama; study of Shakespeare. (3.) Or, (2) Philology—Sweet's Anglo-Saxon Reader. (3.)

Economics.—Walker's Political Economy. (3.)

Pedagogics.—Psychological and theoretical pedagogy; Rosenkranz's Philosophy of Education; Compayré's Lectures on Pedagogy, Part I, Theoretical Pedagogy; lectures with reference to the preceding texts, and Preyer's Mind of the Child, and Sully's Teacher's Handbook of Psychology. (3.)

SECOND TERM.

Required studies.

Moral philosophy.—Logic, deductive and inductive (Tigert's Handbook of Logic and Fowler's Inductive Logic). (3.)

Physics.—Magnetism and electricity (Atkinson's Ganot); lectures. (4.)

Chemistry.—Inorganic chemistry (continued); lectures. (3.) (Laboratory exercises twice a week.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

Latin.—Cicero, De Oratore; Plautus; Terence; composition and literature continued. (3.)

Greek.—Sophocles, Philoctetes; Aristophanes, Acharnians; study of Greek literature (Jevons), and lectures; sight reading. (3.)

German.—Grammar, syntax continued (Joynes-Meissner); exercises; Lessing's Minna von Barnhelm; Storm's Immensee. (3.)

English.—(1) Literature—nineteenth century literature. (3.) Or, (2) Philology—Anglo-Saxon (continued). (3.)

Economics.—Lectures on economic questions of the day. (3.)

Pedagogics.—Practical and historical pedagogy: Compayré's Lectures on Pedagogy, Part II, Practical Pedagogy; Gill's Systems of Education; Compayré's History of Pedagogy; lectures. (3.)

SENIOR CLASS.

FIRST TERM.

Required studies.

Moral philosophy.—Moral Philosophy (Calderwood); Natural Religion and Evidences of Christianity (Butler's Analogy); lectures. (2.)

Physics.—Heat and optics (Atkinson's Ganot); lectures. (2.) Or, astronomy (Young). (2.)

Natural history and geology.—Mineralogy, including crystallography (Dana's Mineralogy and Petrography). Botany: Structural and systematic, analysis of plants (Gray's School and Field Book). Zoölogy: Biology, systematic zoölogy, paleontology. (3.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

Latin.—Same as in junior.¹ (3.)

Greek.—Same as in junior.¹ (3.)

French.—Whitney's Practical French Grammar; Super's Reader. (3.)

German.—Advanced Grammar (Brandt); German Composition (Harris); Schiller's Wallenstein; Schiller's Lyrics and Ballads; history of German literature from Luther to Klopstock. (3.)

English.—Same as junior. (3.)

History.—American political and constitutional history. (3.)

Pedagogics.—Same as in junior. (3.)

Physics.—Astronomy. (2.) Heat and optics. (2.)

Organic chemistry.—(Richter, Roscoe, or Remsen) Lectures. (2.)

¹Electives offered in junior year but not chosen may be selected in a senior year.

Elocution.—Voice culture; training to secure control of breath, purity, and flexibility of tone; elementary principles of vocal expression; articulation; study of selections; recitations and criticisms. (2.)

SECOND TERM.

Required studies.

Moral philosophy.—Evidences of Christianity (continued); History of Philosophy (Schwegler); essay; lectures. (2.)

Physics and astronomy.—Optics (Atkinson's Ganot). (2.) Or, astronomy (Young). (2.)

Natural history and geology.—General geology—physiographic, lithological, historical, and dynamical (Le Conte). (3.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

Latin.—Same as in junior. (3.)

Greek.—Same as in junior. (3.)

French.—Whitney's Grammar; Chardenal's Exercises; idioms; Rougemont, La France; Souvestre, Un Philosophe sous les Toits; sight reading.

German.—Advanced Grammar (Brandt); German Composition (Harris); Goethe's Sesenheim; Goethe's Tasso; Goethe's Lyrics; German literature; Klopstock, Lessing, Wieland, Herder, Sturm und Drang. (3.)

English.—Same as in junior. (3.)

History.—American political and constitutional history. (3.)

Pedagogics.—Same as in junior. (3.)

Physics.—Astronomy. (2.) Or, heat and optics. (2.)

Organic chemistry.—Continued. (2.)

Elocution.—Voice culture continued; gesture; advanced vocal expression; lectures upon emphasis, modulation, etc.; written analysis of selections, with their rendition; recitations and criticisms. (2.)

COURSE IN SCIENCE NO. I. (B. S.)

The first course of instruction leading to the degree of bachelor of science includes the following studies:

FRESHMAN CLASS.

FIRST TERM.

German.—Grammar, syntax (Joynes-Meissner); exercises; Wilhelmi's Einer muss heirathen; Novelletten Bibliothek I, (Bernhardt). (3.)

English.—Tennyson's poems; Wordsworth's poems; Genung's Rhetoric; exercises weekly; parallel reading; Life of Goldsmith (Irving); David Copperfield; Vanity Fair; Life and Letters of Macaulay (Trevelyan.) (3.)

History.—Mediæval and modern European history (Myers and Montgomery); history of the nineteenth century. (3.)

Mathematics.—Solid geometry and trigonometry (Wentworth); algebra (Hall and Knight). (4.)

Chemistry.—Chemical physics and inorganic chemistry, with experiments (Roscoe, Bloxam, or Remsen); lectures. (3.) (Laboratory exercises three times per week.)

SECOND TERM.

German.—Grammar; syntax continued (Joynes-Meissner); exercises; Lessing's Minna von Barnhelm; Storm's Immensee. (3.)

English.—Genung's Rhetoric (continued); English prose writers (Carlyle, Macaulay, Arnold, etc.); exercises weekly; parallel reading from the same authors. (3.)

History.—Modern European history (Myers and Montgomery); history of the nineteenth century. (3.)

Mathematics.—Analytic geometry of two dimensions (C. Smith). (4.)

Chemistry.—Inorganic chemistry continued; lectures. (3.) (Laboratory exercises three times per week.)

SOPHOMORE CLASS.

FIRST TERM.

German.—Advanced grammar (Brandt); German composition (Harris); Schiller's Wallenstein; Schiller's Lyrics and Ballads; history of German literature from Luther to Klopstock. (3.)

English.—Milton and Bacon; history of English literature; essays. (3.)

Mathematics.—Differential and integral calculus (Hardy). (4.)

Chemistry.—Organic chemistry (Richter, Roscoe, or Remsen); lectures. (2.) (Laboratory exercises three times per week.)

Natural history and geology.—Mineralogy, including crystallography (Dana's Mineralogy and Petrography). Botany: Structural and systematic analysis of plants (Gray's School and Field Book). Zoölogy: Biology; systematic zoölogy; palæontology (S. A. Miller). (3.)

SECOND TERM.

German.—Advanced grammar (Brandt); German composition (Harris); Goethe's Sesenheim; Goethe's Tasso; Goethe's Lyrics. History of German literature: Klopstock, Lessing, Wieland, Herder, Sturm und Drang. (3.)

English.—Sweet's Anglo-Saxon Primer; Chaucer; history of English literature, continued; essays. (3.)

Mathematics.—Analytic geometry of three dimensions (C. Smith). (4.)

Chemistry.—Organic chemistry continued. (2.) (Laboratory exercises three times per week.)

Natural history and geology.—Geology, physiographic, lithological, historical, and dynamical (Le Conte). (3.)

JUNIOR CLASS.

FIRST TERM.

Required studies.

French.—Whitney's Practical French Grammar; Super's Reader. (3.)

Moral philosophy.—Psychology (Hill's Psychology and Lotze's Outlines); lectures. (3.)

Physics.—The doctrine of forces and application of the same to the equilibrium of solids, liquids, and gases; acoustics (Peck's Mechanics, Atkinson's Ganot); lectures. (4.)

Natural history and geology.—Determinative mineralogy and lithology, with blow-pipe analysis (laboratory work). (2.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

English.—(a) Lectures on the origin and history of the English drama; study of Shakespeare. (3.) Or,

(b) Philology—Sweet's Anglo-Saxon Reader. (3.)

German.—Advanced composition; German essays; Goethe's and Schiller's prose; Goethe's Faust, Part I (and selections from Part II); German literature: Goethe and Schiller. (3.)

Economics.—Walker's Political Economy. (3.)

Pedagogics.—Psychological and theoretical pedagogy: Rosenkranz's Philosophy of Education; Compayré's Lectures on Pedagogy, Part I, Theoretical Pedagogy; lectures with reference to the preceding texts, and Preyer's Mind of the Child and Sully's Teachers' Hand-Book of Psychology. (3.)

Mathematics.—Definite integrals and calculus of variations (Todhunter); elliptic functions (Baker). (3.)

Chemistry.—Chemical technology (Wagner); lectures. (3.) (Chemical laboratory exercises three times per week.)

SECOND TERM.

Required studies.

French.—Whitney's Grammar; Chardenal's Exercises; idioms; Rougemont, La France; Souvestre, Un Philosophe sous les Toits; sight reading. (3.)

Moral philosophy.—Logic.—Deductive and inductive (Tigert's Hand-book of Logic and Fowler's Inductive Logic. (3.)

Physics.—Magnetism, electricity (Atkinson's Ganot); lectures. (4.)

Natural history and geology.—Practical studies in botany and zoölogy, with use of the microscope (laboratory work.) (2.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

English.—(a) Literature—nineteenth century literature. (3.) Or,

(b) Philology—Anglo-Saxon, continued. (3.)

German.—Advanced composition; German essays; Lessing's Nathan der Weise; Lessing's Laokoon; German literature: Lessing, Goethe, and Schiller. (3.)

Economics.—Lectures on economic questions of the day. (3.)

Pedagogics.—Practical and historical pedagogy; Compayré's Lectures on Pedagogy, Part II, Practical pedagogy; Gill's Systems of Education; Compayré's History of Pedagogy; lectures. (3.)

Mathematics.—Hydromechanics (Basset). (3.)

Chemistry.—Chemical technology continued. (3.) (Chemical laboratory three exercises per week.)

SENIOR CLASS.

FIRST TERM.

Required studies.

French.—Advanced grammar; Sadler's Translating English into French; idioms, Racine; Athalie; Molière, L'Avare; Corneille, Le Cid; sight reading. (3.)

Physics and astronomy.—Heat and optics (Atkinson's Ganot); lectures. (2.) Astronomy (Young). (2.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

English.—Same as in junior. (3.)

History.—American political and constitutional history. (3.)

Moral philosophy.—Moral philosophy (Calderwood); Natural religion and evidences of Christianity (Butler's Analogy); lectures. (2.)

Pedagogics.—Same as in junior. (3.)

Mathematics.—Salmon's Modern Higher Algebra and Higher Plane Curves. (3.)

Chemistry.—Metallurgy (special texts); or, organic chemistry (advanced). (2.)
(Special laboratory work, at least three exercises per week.)

Natural history and geology.—Applied geology; description of rocks; arrangement of rock masses, materials of construction, soils, drainage, water supply, mineral fuels, geological materials for illuminations (Williams, Dana, Le Conte, Geikie). (4.)

Elocution.—Voice culture; training to secure control of breath and purity and flexibility of tone; elementary principles of vocal expression; articulation; study of selections; recitations and criticisms. (2.)

SECOND TERM.

Required studies.

French.—Sadler's Translating English into French; Saintsbury's History of French Literature (seventeenth century); Molière, *Le Misanthrope*; Voltaire, *Zaïre*; Voltaire's Prose; parallel and sight reading. (3.)

Physics and astronomy.—Heat and optics (Atkinson's Ganot); lectures. (2.) Astronomy (Young). (2.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

English.—Same as in junior. (3.)

History.—American political and constitutional history. (3.)

Moral philosophy.—Evidences of Christianity, continued; history of philosophy (Schwegler); essays; lectures. (2.)

Pedagogics.—Same as in junior. (3.)

Mathematics.—Forsyth's differential equations. (3.)

Chemistry.—Metallurgy, continued. (2.) Or, organic chemistry, continued. (Special laboratory work, at least three exercises per week.)

Natural history and geology.—Applied geology; metalliferous deposits; ores and metals; substances adapted to chemical manufactures or use; fictile materials; refractory substances; materials of physical application; ornamental stones and gems (Williams, Phillips's Ore Deposits, State geological reports). (4.)

Elocution.—Voice culture, continued; gesture; advanced vocal expression; lectures upon emphasis, modulation, etc.; written analyses of selections, with their rendition; recitations and criticisms. (2.)

The prescription of these degree courses does not debar irregular students, who may select special studies with the sanction of the faculty. No student may take less than the given minimum nor more than the given maximum number of hours per week. "Every student, except by special permission of the faculty, must not have less than fourteen (14) nor more than twenty (20) recitations and lectures per week or their equivalent."

The Vanderbilt curriculum is a "stiff" one and her degrees are hard to get. One proof of this is the small number who graduate out of those who matriculate. In marked contrast with the high value attached to a degree here stand the lax requirements of so many Southern colleges and the low estimate they put upon their degrees, as evidenced by these requirements. The whole tendency of the Vanderbilt is to elevate and dignify college education; the college diploma is not a cheap thing to be obtained in any way by any kind of student.

UNIVERSITY DEGREES.

Master of Arts (M. A.) may now be obtained by fulfilling the following conditions:

The candidate for this degree must have received the degree of B. A. from this university, or from some other institution of good standing, subject to the approval of the university instruction committee. In addition, the candidate must spend at least one year at this university in the pursuit of post-graduate studies, which must embrace four full courses of instruction, of three hours per week each, in at least three schools. In these four courses he must obtain a grade of at least 80 per cent.

The present requirements for doctor of philosophy (Ph. D.) are thus stated:

To obtain this degree the candidate is required to pursue three distinct studies to be selected by himself—one principal and two subsidiary—for not less than three years after taking his B. A. degree, two of which must be spent in attendance at the university. He must possess sufficient knowledge of French and German to use with facility works in those languages relating to his special studies, and must submit to the committee on university instruction, at least three months before he is admitted to examination, a written dissertation which shall give evidence of independent investigation. This thesis must be printed at the expense of the candidate and fifty copies placed in the university library.

Master of science (M. S.) and doctor of science (D. Sc.), corresponding to M. A. and Ph. D., are the post-graduate degrees conferred on holders of B. S.; M. A. and Ph. D. being obtainable only by B. A. graduates. When the candidate for doctor's honors presents his thesis, the committee on university instruction refers it to two referees for acceptance or rejection. If it is accepted the candidate appears before the chancellor and the whole body of the academic faculty and is subjected to an oral examination by three special examiners, one for each subject pursued. The recommendation of the examiners for the admission of the candidate to the doctorate must be unanimous.

Courses leading to university degrees are offered by all the eleven schools of the academic department. A transcription from an official announcement of the courses offered in Greek and chemistry will serve to indicate the character of the work done and the methods employed in all the schools. The seminary, it will be noted, is one of the agents used.

SCHOOL OF GREEK.

[Prof. Smith. Reno Downer, assistant.]

The object of the university course in Greek is to give advanced, especially graduate, students an opportunity to pursue a wider range of reading in Greek literature, to become more fully acquainted with the results of philological investigation, and to learn methods of original research.

During the past year a regular course of lectures was given on Greek and Roman mythology. In the seminary the work was: (1) The study of Greek dialects through inscriptions (Cauer); (2) the interpretation and discussion of the parts of Pausanias that related especially to the city of Athens.

1891-'92.

A course of lectures will be given on Greek literature, especially the earlier periods. In the seminary Wolf's Prolegomena will be interpreted as a basis for the study of the Homeric question, and certain parts of the Iliad will be selected for textual criticism. Each member of the class will in his turn take the lead in the seminary interpretations and discussions, the subject or part of each being assigned from two to several weeks beforehand, on which he will offer either a paper or a discussion from carefully prepared notes. The Iliad and Odyssey will be read privately by the class, and examinations will be held on all the work, lectures, seminary discussions, and private reading.

SCHOOL OF CHEMISTRY.

[Prof. Dudley. J. T. McGill, adjunct professor.]

Candidates for the degree of master of arts who elect chemistry must have had training at least equivalent to that required for continuation in the junior (B. S. No. 1) class in both lecture room and laboratory. Their work may begin with the Junior B. S. No. 1, including laboratory exercises three times a week.

Candidates for the degree of master of science who elect chemistry must have had training equivalent to that required and offered as elective in the bachelor of science course of study (No. 1) through the junior year, including laboratory work. They will take the senior with laboratory exercises, and an equivalent to one hour in addition, or pursue such other text-book and laboratory work as may be assigned.

The university work in chemistry leading to a doctorate is based almost wholly upon original investigation carried on by the student in the laboratory, under the guidance or with the advice of the instructor. Instruction is also given by informal lectures, interspersed with discussion between the instructor and the students. The line of investigation pursued may be selected by the student, but must be approved by the professors; and in each case the student must carefully prepare an historical synopsis of the work which has been done by other investigators along the line which he has selected, by reference to the original papers and memoirs. This synopsis shall be presented and read by him before the instructors, fellows, and advanced students, by whom it will be discussed and criticized. The subject selected will require at least one year's work on the part of the student; and when completed he shall prepare a thesis covering his investigations.

HONORARY DEGREES.

The custom of granting M. A. upon other considerations than those of study in residence has never existed at the Vanderbilt. Neither does the pernicious practice of conferring honorary degrees obtain. Only one honorary degree has been conferred in the history of the institution, and that was the degree of LL. D. conferred in 1883 upon Milton W. Humphreys, the retiring professor of Greek, now a professor in the University of Virginia, for "eminent attainments in classical learning and valuable contributions to philological science." If the Vanderbilt is always as chary of her honorary degrees, they will always mean something.

NUMBER OF ACADEMIC DEGREES CONFERRED.

The university has conferred 150 academic degrees. The following table shows how many of each degree have been conferred during the

whole history of the university and also how many were conferred each year.

	B. A.	B. S.	B. P.	B. L.	M. A.	M. S.	Ph.D.	D. Sc.	Total
1877.....	1	-----	1	-----	-----	-----	-----	-----	2
1878.....	-----	1	4	-----	-----	-----	-----	-----	5
1879.....	5	3	4	-----	4	-----	2	-----	18
1880.....	-----	4	3	-----	4	-----	-----	-----	11
1881.....	1	2	2	-----	4	-----	1	-----	10
1882.....	3	2	1	-----	1	-----	2	-----	9
1883.....	7	6	-----	-----	-----	-----	1	-----	14
1884.....	3	1	-----	-----	-----	-----	-----	-----	4
1885.....	5	1	-----	-----	1	-----	-----	-----	7
1886.....	4	-----	1	-----	4	-----	-----	-----	9
1887.....	5	1	1	-----	-----	-----	-----	-----	7
1888.....	6	3	-----	-----	3	1	1	-----	14
1889.....	4	7	1	2	2	1	-----	-----	17
1890.....	4	1	-----	-----	-----	-----	-----	1	6
1891.....	12	3	-----	-----	-----	2	-----	-----	17
Total...	60	35	18	2	23	4	7	1	150

ATTENDANCE FOR THE UNIVERSITY AS A WHOLE AND FOR THE ACADEMY DEPARTMENT.

The enrollment of professional students for each year in the history of the university has been given in the histories of the professional departments. The following table shows the attendance each year for the whole university and also for the academic department alone. The sum of the number of students in each department will not give the total attendance because some students are counted twice by reason of being enrolled in more than one department.

	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.	1880-'81.	1881-'82.	1882-'83.
Whole university..	307	382	405	421	485	632	603	487
Academic department.....	(*)	(*)	(*)	157	191	240	226	201

	1883-'84.	1884-'85.	1885-'86.	1886-'87.	1887-'88.	1888-'89.	1889-'90.	1890-'91.
Whole university..	459	499	553	625	589	615	637	680
Academic department.....	157	176	165	188	150	152	112	136

* The enrollment of the academic department as a department is not recorded until 1878-'79, although the attendance upon the various schools of the department is given. Engineering students were enrolled as academic students until 1886-'87.

The following tables, taken from the registers of 1881-'82 and 1890-'91, give for those years the enrollment of students by States. These years are chosen as representing in the matter of attendance the earlier and the later history of the university. The constituency of the univer-

sity has widened in nine years, but the sources of greatest patronage are about the same:

1881-'82.

Alabama	64	Michigan	1
Arkansas	22	Mississippi	22
California	2	Missouri	18
Colorado	1	North Carolina	12
Florida	8	Ohio	1
Georgia	28	South Carolina	24
Illinois	3	Tennessee	211
Indiana	1	Texas	77
Indian Territory	2	Virginia	4
Kentucky	69	West Virginia	8
Louisiana	24		
Maine	1	Total	603

1890-'91.

Alabama	78	Ohio	1
Arkansas	37	Oregon	1
California	4	Pennsylvania	3
Colorado	1	South Carolina	12
Connecticut	1	Tennessee	245
Florida	6	Texas	59
Georgia	21	Virginia	14
Illinois	5	Washington	1
Indiana	2	West Virginia	2
Indian Territory	1	Armenia	1
Kansas	1	Canada	2
Kentucky	54	England	1
Louisiana	22	Germany	2
Maine	1	Japan	1
Michigan	2	Korea	1
Mississippi	52	Mexico	3
Missouri	19	Russia	1
Montana	1		
New York	3	Total	680
North Carolina	19		

THE VANDERBILT AS A UNIVERSITY.

In her various departments, professional and nonprofessional, the Vanderbilt is a university in the extensive sense of the word; and she is earnestly and strenuously striving to merit the title in the intensive sense, also, by devoting her means and her energy as far as possible to post-college nonprofessional work. She is fully aware that in the present day the reputation of an institution of learning depends in an ever-increasing degree on the amount and character of this higher work. An extract or two from recent reports of the chancellor to the board of trust, who represents and speaks for the faculty, himself one of their number, will show that her professors are very much alive to this fact: "It is this higher work which is the glory of the university. It is the

fact that we do such work that gives us character with the leading institutions of this country and even abroad. Men who pursue higher courses here do us credit at Leipzig and Berlin." "The value of our university work is not to be measured by the numbers upon whom it is expended. You can not do without it unless you become content to run this institution, as most American so-called universities are run, with nothing university-like about them except the name."

The Vanderbilt endeavors to employ true university methods in her post-graduate courses, methods whose object is "to make the student an investigator and thinker and to habituate him to original research." The university spirit is felt even by undergraduates, and on professors it acts most beneficially, quickening the scholarly instinct and inciting to a wider and deeper learning. The teaching of post-graduate students who are investigating and thinking for themselves perforce keeps the professor abreast of the times and in close touch with advancing thought and speculation. He is preserved from falling a victim to the ceaseless, monotonous round of college duties far removed from the world and beyond the reach of its progress, in which so many college professors are lost in oblivion. Of the contributions of Vanderbilt professors to scholarship we will speak later.

There is room for a university in the central and southernmost parts of the South. No institution south of the University of Virginia save the Vanderbilt does university work, at least any worthy of consideration. More and more is the Vanderbilt coming to be looked upon as a university by the colleges around her. Their graduates seek her fellowships and pursue her higher courses, and she in turn supplies them with instructors and professors. As she obtained the support of the preparatory schools by abolishing her subcollegiate classes, so she is removing the jealousy of the colleges by showing them that she has functions which they can not perform, a sphere which they can not enter, lying outside of and beyond their own. In his last report to the board of trust Chancellor Garland, after stating that seven Vanderbilt men had, since the previous meeting of the board, been elected to college professorships, says:

Such of our post-graduates as desire positions as teachers of high rank have not had to wait a day for employment. The demand upon us for the services of such is greater than we can supply. There is scarcely an institution in the Southern States which does not on occasions of a vacancy in its faculty consult us in respect to obtaining a suitable incumbent from among our post-graduate students. The board must see from these statements that, while the university course proper is prosecuted by a comparatively small number of pupils, it is nevertheless true that it is the part of our operations to which we must look chiefly for our usefulness and fame.

It is not too much to say that the endorsement of the Vanderbilt carries as much weight in the South, at least in many parts of it, as that of any other institution in the country. That a Southern university should enjoy high credit at home is not unnatural and, just so far as the institution deserves the name of university, can not be other than cause of gratulation.

UNIVERSITY STUDENTS.

The printed statistics of post-graduate students for the last four years are an accurate statement of the number of men doing university work. But the statistics of preceding years—1878 to 1887—are worth little to us. The registers from 1878 to 1887, inclusive, recorded the names of all graduates of the Vanderbilt and other institutions who were pursuing studies in any department of the university. From those lists have been culled those who took academic studies whether they took professional studies or not. Thus, some took academic studies only, while others took as well law or theology or engineering. These figures far from represent the number of genuine post-graduate students doing post-college work; for many of these graduates pursued undergraduate studies either partially or wholly. Especially would this be true of professional students whose work in the academic department was not their only work. And some of the graduates from other institutions were applying, not for the master's or the doctor's degree, but for a bachelor's degree. Instances have been known of so-called college graduates who were unable to enter higher than the sophomore year. The figures whose real content has thus been set forth are, beginning with 1877-'78 and ending with 1886-'87, 10, 11, 9, 9, 7, 9, 11, 11, 10, 7. Since and including 1887-'88 the register tells us how many men prosecuted post-graduate studies of a nonprofessional character whether they were college graduates or not. The men in this list were genuine university students, although many of the graduates in it took along with their university studies college studies in the branches in which they were deficient. This is true of the 10 scholastic fellows of 1890-'91, the majority of whom entered undergraduate as well as post-graduate classes. For 1887-'88 to 1890-'91, inclusive, the enrollment of advanced and graduate students doing post-graduate work was for the respective years 12, 17, 8, 28¹. In 1887-'88 all were degree-men; in 1888-'89, 14; in 1889-'90, 7, and in 1890-'91, 25.

THE FELLOWSHIP SYSTEM.

Vanderbilt University owes to her fellowship system the majority of her best graduate students. Her fellowships are of two kinds—teaching and scholastic. In what follows the former is meant unless otherwise stated. The system was instituted early in the history of the university, not only to relieve professors of the labor of instruction in the lower classes, for that has been partly done by the creation of instructors and adjunct professors, but as the best means of recognizing and rewarding the highest diligence and ability among the students and of enabling the university “to become the center of scholarship and culture.”

¹ At the present writing, October 1891, over 40 university students have matriculated for the year now opening.

Fellows are not regarded as members of the faculty—in fact, they are appointed upon the nomination of the faculty—but as advanced students, and they are under law as such. They are required to prosecute higher studies in the line of their fellowship and are expected in time to come up for a university degree. Two hours of teaching per day is the maximum amount that may be exacted of a fellow; but the average will not exceed five or six hours a week. Fellowships are either graduate or post-graduate. Only college graduates are eligible to graduate fellowships, although the rule has sometimes been broken. The holders of post-graduate fellowships are either graduates in the post-graduate degrees or men who have held graduate fellowships for two years. Fellowships of the lower class yield an income of \$300; those of the higher class an income of \$500 a year. Fellows pay no fees, and they can usually obtain rooms in Wesley Hall free of rent. A \$300 fellowship at the Vanderbilt is probably worth as much as a \$500 or \$600 fellowship at a Northern university, where the cost of living is greater and where, perhaps, the holder is not exempted from the payment of fees.

The university has usually filled her teaching fellowships with the most promising of her own graduates. This is always done when possible. Often has a young man had his future career determined for him along scholarly lines by the offer of a fellowship. All holders of fellowships, however, do not adopt teaching as a profession. Of those who have done so the most have secured positions as instructors or professors in other institutions, while a few have worked their way up into the faculty of their *alma mater*. Several of the fellows have gone to the Johns Hopkins or to German universities to do advanced work or to study for the doctor's degrees. At present the schools of Latin, Greek, English, history and economics, mathematics, chemistry, and natural history and geology in the academic department, each have a teaching fellow, while the biblical department has one and the engineering department two. In 1887 a number of additional fellowships were created and opened to the graduates of the Vanderbilt and other institutions. But the revenues of the university not warranting their continuance, the additional appropriation was withdrawn the next year.

In 1890 ten scholastic fellowships were established and the graduates of any reputable college able to enter upon post-graduate courses of study were made eligible. Free tuition and \$100 a year in money are the emoluments of these scholastic fellowships. They are attracting applicants from far and wide. Last year the holders came from the University of the Cape of Good Hope, Emory College (Georgia), University of Alabama, Williams College (Massachusetts), Cornell University, Trinity College (North Carolina), University of Tennessee, University of Virginia, etc.

HONORS, PRIZES, SCHOLARSHIPS, AND EXAMINATIONS.

The honors, prizes, and scholarships of the university fall into two classes—those given for superior application and ability and those given for other reasons. The latter class will be considered first.

Teachers of one year's approved standing who design to make teaching a profession are exempted from the payment of tuition fees; and thus the university loses ten-thirteenths of the regular fees to no inconsiderable portion of her students. Seven students annually receive free tuition in return for services in the library. Four freshmen scholarships recently established afford to each of their incumbents free tuition and \$150 in money. The income of a scholarship may, if deemed desirable, be divided among two or more applicants. Of the following endowed scholarships the Whitthorne, Taylor, and Cartwell are old foundations; the two others are recent. The Whitthorne scholarships pay the tuition of four students and the Taylor scholarship the tuition of one student in the academic department, and the Cartwell fund defrays all the necessary expenses of four students from Wilson County, Tenn. One student from Barton Academy, Mobile, Ala., is supported by a scholarship founded by Robert L. Crawford, of New York, and the R. A. Young scholarship pays the necessary expenses of a student in the biblical department.¹

We come to prizes and honors awarded for superior attainments in oratory and scholarship. There are eight founder's medals, the founder's day medal for oratory and the founder's department medals for scholarship. The founder's day medal and the founder's department medals for the departments then existent, four in number, were established by the founder himself not long before his death. The R. A. Young medal, endowed by Dr. R. A. Young, secretary of the board of trust, is a companion medal to the founder's day medal. These are the only medals in oratory offered by or through the university. The former is spoken for during commencement week in June, the latter on founder's day, May 27. The four competitors for each medal are selected by the faculty in a preliminary contest, law, biblical, and academic students being eligible. Once the literary societies elected the contestants. Why they do so no longer will be seen in the treatment of the literary societies. The founder's department medals are awarded to the best students in the graduating classes of the several departments. They are naturally considered the highest honors conferred by the university; and as the academic department is the most important department of all, the founder's medal in that department may be deemed the highest honor of all. The Owen medals (one academic, one biblical) were founded in 1875 by Dr. J. D. Owen, of Lebanon, Tenn.

¹ Mr. Wiley P. Boddie has established a scholarship consisting of the income of \$1,200, to be awarded annually by the Webb Bros. (Webb's school), and Mr. A. R. Carter has established a \$100 scholarship to be given to some student from Louisville.

They are given for scholarship, the two faculties determining the grounds of award. In the academic department the medal now passes from one school to another in rotation, following the order of the catalogue, and is conferred for excellence in such work as may be assigned by the professor. The Crawford scholarship, established in 1886-'87 by Robert L. Crawford, of New York, is a prize of \$100 awarded annually to the best student in the junior class. In the years 1881, 1882, and 1883 a hundred-dollar scholarship was given to the best undergraduate student in each school of the academic department. In 1880 six such scholarships had been given in certain combinations of schools. The three law scholarships were spoken of in the history of the law department. There are several minor medals and prizes in the professional departments. The commencement speakerships would come under the head of honors. There are three student speakers on commencement day—the two faculty representatives, who are chosen by the academic and biblical faculties from the graduating classes in their respective departments, and the class representative, who is elected from their own number by the graduating class of the academic department. No fellow or post-graduate student is allowed to compete for a medal or prize.

The prize principle may be a vicious one, but no great evils result from its operation at the Vanderbilt. The prizes are comparatively few in number; they stand for substantial acquirements, and they are won by the best men. There is complaint, and for this there is reason, that the system induces too much "cramming." But this might be obviated by changing the grounds of award. Require an original paper of some kind from the competitors and base the decision both upon this and upon class standing.

Two examinations a year are appointed, the intermediate at the middle of the session and the final at its close. The professor may at his option hold examinations oftener within the limits of his lecture hour. Accordingly the majority of the professors hold monthly examinations. The average obtained by combining the result of the examination with the daily average in recitations gives a student's standing for the month. The average of the monthly standings for each half session, or the sessional standing as it is called, and the results of the intermediate and final examinations constitute the basis upon which the yearly standing is ascertained. If a student makes 80 or more out of a possible 100 he is a first-grade or honor man; if he makes between 60 and 80 he is a second-grade man; between 50 and 60 a third-grade man, and so on. The rule is that a grade of 60 is necessary to pass a student; that a grade of from 50 to 60 will condition him—that is, permit him to proceed with his class for the time being with the opportunity of retrieving his failure in another examination—but that a grade lower than 50 is irretrievable failure and makes it necessary to take the subject over again. Now, in ascertaining the yearly standing of a student

in a given subject, greater weight is accorded to examinations than to sessional standing. Of course, if the average of the two sessional standings and the average of the two examinations are both above 60 or both above 80 there is no trouble; but if one falls above and the other below the line it is not so easy a matter. If the examination, for example, is below 60 and the sessional standing above, the student is not passed. If the examination is above and the sessional standing below 60, it is at the option of the professor to pass the student, and he will probably do so unless the sessional standing is very low.

Formerly no limit was put upon the length of the half-yearly examinations; but latterly the time has been restricted to five hours. Some of the professors are, however, prone to forget that any limitation has been imposed. The system of long examinations, if not the examination system itself, is sometimes bitterly condemned by students in conversation and in the college papers. It would seem that in this, as in so many other things, there is a golden mean. The system should be carefully guarded against excesses, but written examinations of moderate length and searching character should be retained. There is nothing like them to force a student to stop and survey the subject just gone over as a whole, coördinating and integrating the parts and viewing the whole itself in its relation to other wholes.

THE HONOR SYSTEM.

The "honor system," the origin of which is attributed to the University of Virginia, and which many southern schools and colleges have adopted, prevails at the Vanderbilt. The most important application of the principle is its application to written examinations. The student is required to sign a pledge at the end of his paper that he has neither given nor received assistance on the examination, but he is not watched; indeed, the professor sometimes leaves the room for an hour or more at a time. He may even, especially in the higher classes, leave and not come back at all, directing the students to lay their papers on his desk, or, perhaps, delegating one of their number to bring them to his residence. In other words, the students are, as a matter of course, treated as if they were honorable gentlemen, as incapable of dishonesty as the professors themselves; and they would resent any other treatment. Those who have breathed this atmosphere of mutual trust and respect would find any other suffocating and intolerable. But there is no doubt a certain amount of cheating on examinations. In every assemblage of men there are a few of the baser sort who are insensible to appeals made to their higher nature; but these are seldom hardy enough to brave the strong public opinion that exists on the subject by open and flagrant cheating. Public opinion has expressed itself in action but twice. A number of years ago one of the Greek letter fraternities expelled two members on the charge of cheating. They left the university. More recently some students in one of the professional de-

partments on the campus were accused of crookedness in examination. One or two of them were indicted, tried before a student jury, and acquitted. The faculty took no cognizance of the trial. Though resultless, it showed the temper of student sentiment, and served to clear the moral atmosphere in a most wholesome way.

But the most impressive lesson ever given the students in this line was when the venerable chancellor announced one morning in the chapel that a certain graduate, whose name he did not call, had returned his diploma to the university. This graduate confessed that he had on a single occasion used forbidden help, and, though he had never been suspected and years had passed, he had never since had any peace of mind. He therefore returned his diploma and begged that his name be stricken from the roll of the alumni, preferring public disgrace rather than bear longer the burden of a secret sin. The chancellor had, after considering the case decided that the young man's repentance and suffering had been a sufficient atonement for his error, and insisted on his retaining the diploma; but as the young man would not agree to this the chancellor had received back the diploma and cut out the name, so that the secret might die with him. No one who heard that impressive statement and saw the effect on the students could believe such a thing likely to occur again as long as that tradition remained alive in the university.

Among the good results of the honor system of examinations of the Vanderbilt may be mentioned these: The reduction of cheating in examinations to a minimum; "the enhancement in the value of college honors by removing from them all possible taint of fraud;" the establishment of sincere and manly relations between teachers and pupils, and the elevation of the moral tone of the university.

GOVERNMENT OF STUDENTS.

The Vanderbilt employs the "honor" principle in the government of students and finds that government is made wonderfully more simple and easy.

To quote from the by-laws, the management of the university "earnestly desires that the students may be influenced to good conduct and diligence in study by higher motives than the coercion of law, and it mainly relies for the success of the university as a place of liberal education on moral and religious principle, a sense of duty, and the generous feelings which belong to young men engaged in honorable pursuits." Few restrictions are placed upon students, and no system of espionage or police is employed to enforce them. A student must attend his classes, and he must attend chapel whenever he has a class just before or after the chapel hour. As the faculty meets Tuesday afternoons, and important announcements are made the next morning, he is also required to attend chapel Wednesday morning. With these exceptions, a student's time is his own both Sundays and week days. He is free to come and go when he pleases and to go where he pleases. He is his own master, responsible to himself alone, so long as he behaves like a gentleman. Only when he forgets this responsibility, or is persistently neglectful of his duties, does the university interfere. It does this through the faculty and chancellor. If the offender heeds

not the admonition of the chancellor, his parents or his guardian are requested to withdraw him. Many have thus been withdrawn, but public expulsion has seldom, if ever, been resorted to. The inhibition of theater-going is one of the very few positive rules of conduct that have been laid down. For all the good it has done it might as well never have been enacted. The theater law is out of harmony with the general policy of noninterference in matters of private opinion and judgment which obtains at the university. No real attempt is made to enforce it. In fact, it could not be enforced unless a detective or a police system were instituted. And this, we have seen, is repugnant to the spirit that prevades the university.

The general character and moral tone of the student body has improved probably within the memory of recent graduates. Had the honor system of government and discipline been the false one, it is improbable at least that this would have happened. There are, no doubt, many and various contributing causes. The chief and most obvious is the fact that a better class of men, better morally and mentally, come to the university now than formerly. Much of this may be attributed to the preparatory schools.

STUDENT SOCIETIES, ORGANIZATIONS, AND PUBLICATIONS.

From the first the university provided halls in the main building for two literary societies, but it sternly forbade Greek-letter fraternities. These were the words used:

While the literary societies provided for are thus recognized and encouraged, those perverted imitations of them which of late years have crept into some American colleges and universities, known as secret societies, will not be tolerated.

But "secret societies" came, and they staid, in spite of the ban placed upon them. In 1879 a law was passed debarring the members of fraternities from the honors and degrees of the university. Included with these were the Young and founder's medals in oratory, the competitors for which were elected by the literary societies. But the fraternities continued, even under such unpropitious circumstances, to exist and flourish *sub rosa*. The literary societies were controlled by fraternity cliques and combinations, and were the scenes of scramble and strife for offices and honors.

In 1883 the authorities adopted a new plan of attack. They required the literary societies to certify that the speakers elected by them to the Young and founder's contests were eligible under the law of the university. But this attempt to saddle the societies with the enforcement of the law failed completely. The Philosophic flatly refused to inquire into the "private affairs" of its speakers and the Dialectic directed its officers to certify that, so far as the members of the society *knew*, those elected to speakership's were eligible. Several representatives of the students and fraternities appeared before the board of trust at its meeting in May, 1883, and petitioned for the repeal of the

antifraternity law. In October, 1883, the law was repealed, but in a way intended to cover the retreat of the authorities and obviate the appearance of defeat. Inasmuch as the law had been designed principally to guard the election of speakers for Young and founder's medals, these elections were taken away from the societies and devolved on the faculty. The law was not repealed in so many words, but no more was heard of it. At this time there were four fraternities running *sub rosa*—Phi Delta Theta, Rainbow, Kappa Alpha, and Beta Theta Pi. The first three had chartered chapters founded in 1876, 1882, and 1883, respectively. The Betas had no charter, but carried on operations under the charter of Mu Chapter at Cumberland University, Lebanon. After the repeal of the law the charter which they could not get before was granted them February, 1884. Seven other fraternities have since the repeal of the law established chapters at the Vanderbilt: Chi Phi, 1883; Sigma Alpha Epsilon, 1883 (reestablished in 1883, first established in 1875); Kappa Sigma, 1885 (reestablished in 1885, first established in 1877); Delta Tau Delta, 1886; Sigma Nu, 1886; Alpha Tau Omega, 1889; and Delta Kappa Epsilon, 1889. The Sigma Nus have died out. The Vanderbilt chapter of Delta Tau Delta was formed by the merging of the Rainbow Chapter in Delta Tau Delta.

The history of fraternities at most other colleges is no doubt their history at the Vanderbilt. They are neither an unmixed evil nor an unmixed good. Though they sometimes bring together uncongenial spirits, they are often the means of originating the noblest, most lasting, and most elevating friendships of a man's life—friendships which but for the mystic ties of Greek brotherhood would never have been formed. The most obvious good done by the fraternities, strange to say, has been the result of the same spirit that has caused all the trouble in the literary societies, namely, fraternity pride and emulation. It is this that leads the different fraternities to contend for elective honors, and it is this that leads them to contend for scholarship honors. To personal ambition is added *esprit de corps*, and the two together are a powerful incentive to hard study. Rarely does a fellowship medal fall into the hands of a "barbarian;" the honors of the university are almost always carried off by "Greeks." One reason for this, of course, is that the fraternities gather in the great majority of the best students. The department in which fraternities are strongest is the academic. Some of the professional departments are seldom invaded by them. Several fraternities that have no chapter at the Vanderbilt nevertheless have members there who joined at other colleges. In 1890-'91 the fraternities numbered 140 members among the students. None of them have chapter houses; all meet in rented rooms down town. They have asked for building space on the campus on which to erect chapter houses of their own. Most of them are not yet able to build. When they are the university will doubtless give them ground.

Once there was much bad blood between fraternities and bitter feuds

existed, engendered and fostered by the rivalry for place and the struggle for members; and sometimes the bad blood brought on blows. But all this has passed away. Now there is little really bad feeling between fraternities. The moral tone of student life is higher. College patriotism is rising and swelling and lesser patriotisms are being subsumed under this all-embracing patriotism.

The literary societies are not what they should be. Many of the best men in the university never join them, and many men who do join neglect them. The attainments of their members as such are not commensurate with the attainments of their members as students. If the Vanderbilt were less of a university, things might be different. As it is, the professional and post-graduate schools, the athletic associations and other organizations—the many and diverse interests of a large institution—attract and employ the energies of students, who have more serious business, they think, than literary society declamation. The baneful influence of the fraternities on the societies did not cease when the faculty assumed the election of contestants for Young and founder's medals. Some loaves and fishes there were still—the Observer managership and editorships, places on the "capitol" contest, on the annual Thanksgiving debate between the societies, on the anniversary program for February 22, and on declaimers' contests. In December, 1887, a third literary society, the Garland Lyceum, was established with the avowed purpose of excluding all fraternity men. It was admitted by the other societies to a share in the ownership and management of the Observer. But either there was not room for three societies, or the antifraternity spirit waned, or the new society was founded on too narrow a principle; for the Garland Lyceum perished in less than a year and a half.

In 1890-'91 the literary societies withdrew from the State Intercollegiate Oratorical Association, which held annual contests in the State capitol at Nashville, and joined in the formation of a Southern intercollegiate oratorical association, of which the University of Virginia, the Vanderbilt, and a few other Southern colleges became members. In the contests of the State Association each society had a representative; in the Southern Association the two together have only one.

The first election is noteworthy as marking a wonderful growth of college spirit. There happened what had never happened before in an important election—a unanimous choice. For the once Vanderbilt students forgot that they were partisans of this or that particular interest and remembered only that they were members of one body—their college. They sent their best speaker to Charlottesville, where the first contest was held, and he came off victorious.

The first student paper was the Vanderbilt Austral, an outlawed sheet published by law students, who, because they were law students, considered themselves not to be amenable to the prohibition of the authorities. Permission to publish a college paper had been refused

twice on the ground that the time was premature. But in 1879 the literary societies were granted permission to publish a magazine on conditions approved by the faculty. Thus began the Vanderbilt Observer, a monthly magazine, the joint property and charge of the two societies. The principal positions are those of editor in chief and business manager. Both are never filled at the same time by members of the same society, and they each alternate from one society to the other. Besides these positions there are several minor editorships which are divided between the societies. The business manager is the only man on the magazine who is paid. Formerly he was allowed \$100 a year; now he receives a certain percentage of the profits. The Observer is the literary organ of the students, and, although it has often failed to enlist their best talent, it is much more fairly representative of their mental capacity and attainments than is the work of the literary societies.

The Hustler was established in the fall of 1888, a four-page weekly. It was a private venture, an independent sheet, edited and published by a few students representing no particular interest, some of them fellows and instructors in the university. Its name indicated its newsy, aggressive character. It was ably edited and was something of a free lance, bold and fearless in its utterances and not afraid to criticise the powers that were. It was not published in 1889-'90, but was revived in 1890-'91, not, however, without being subjected to a sort of censorship. The athletic association will publish it the coming year. Inasmuch as Wesley Hall has sent numbers of missionaries to foreign fields, it is not inept that it should publish a missionary journal. The Wesley Hall Missionary is edited by Profs. Smith and Martin, of the biblical department. The Comet, so called in honor of E. E. Barnard, who spread the fame of the university by his many discoveries of comets, is the college annual issued jointly by the fraternities, each of which is represented on the board of editors. The first Comet was published in 1887.

The name of the Vanderbilt Engineering Club is a sufficient index to its character. The Young Men's Christian Association has a large membership. The alumni association meets every year during commencement week to transact business, to carry out its annual program of an alumni poem and an alumni address, and to gather round the banquet board. It has lately undertaken to found a fellowship in the university. Two alumni hold seats in the board of trust. The board has made two small appropriations for the benefit of the association, one of them being to aid its historian, Dr. J. T. McGill, in preparing sketches of the alumni. Frequent complaints have been made that the board does not accord due recognition and consideration to the association.

The university has on the whole been liberal in its treatment of athletics. A finely equipped gymnasium, in charge of a competent instructor, has been provided and attendance made obligatory upon biblical and

academic students. The president of the athletic association has always been chosen from the faculty. The Vanderbilt Athletic Association was organized in 1886 and observed its first annual field day in May of the same year. The field-day sports are open to any college in the State. Cumberland University, the University of Nashville, the University of the South, Southwestern Presbyterian University, and the University of Tennessee have all at one time or other entered one or more of the sports. In bringing together on diamond and running track the representatives of so many institutions the Vanderbilt Athletic Association is doing a great service to college athletics in Tennessee. Membership fees and field-day admission receipts have more than met the expenses of the association and in its bank account the credits overbalance the debits. It has just established a post-graduate scholarship and has put shower baths in the gymnasium. A great need of the association is regular athletic grounds. The lawn-tennis association, organized about the same time as the athletic association, has excellent grounds at one end of the campus, on which it has built a club house. The Vanderbilt has enjoyed the benefits and escaped the evils of athletics. They have not led to neglect of studies, some of the best students having been some of the best athletes. They have furnished a common ground to students of different departments, different classes, and different fraternities, and the common interests centering there have done much to create a beneficial college spirit.

COEDUCATION OF THE SEXES.

In theory Vanderbilt University is not coeducational, but there are always a few women in some of her classes. They are, however, mostly irregular students, a very small proportion of them taking full and regular courses. Lady students do not matriculate, their names do not appear in the university register; in a technical sense, they are not students at all. And yet no woman is ever denied admission to any class she may desire to enter. She listens to lectures and attends recitations just as any male student. Formerly she enjoyed these advantages free of charge, but now she has to pay certain fees. If she fulfills the requirements for a degree, the fact that she is a woman does not hinder the university from conferring the degree upon her. Only two women, however, have ever completed a degree course—Miss Kate Lupton and Miss Dora Johnson. The former received M. A. in 1879, the latter B. A. in 1891. In 1890-'91 one of the scholastic fellowships was held by a lady graduate of Cornell.

In 1887 the faculty unanimously recommended that women be admitted to the university on exactly the same terms as men, and that none but those so admitted be permitted to attend classes. But the board of trust twice postponed action on the recommendation and then deferred action indefinitely by adopting the report of its committee to

the effect that plausible reasons existed for future but not for present coeducation. And thus the matter rests. People in the South are hardly prepared, if they will ever be, for open and avowed coeducation of the sexes, and the prevailing student sentiment seemed to be against it a few years ago when the subject was under discussion. The question, it may be, will solve itself. As it is now being worked out women are slipping easily and gradually into place side by side with men. But if the doors were suddenly thrown wide open, the change would be so abrupt as to possibly render difficult the adjustment of relations.

INFLUENCE OF CHURCH CONNECTIONS.

The members of the board of trust are all Methodists, and they naturally have no other wish than that the president, and perhaps the chancellor, shall always be of the same denomination. But in filling professorships they have not confined themselves to their own church. Of the sixteen professors and adjunct professors of the academic and engineering departments, departments that are closely correlated, twelve are Methodists, two are Episcopalians, one is a Presbyterian, and one is a member of no church at all. In filling instructorships and fellowships no regard whatever is had to church affiliations. But the general policy of the university must in some respects inevitably be influenced by its connection with the church. And this influence is magnified to its hurt. At the same time that the connection secures it a large and faithful constituency, that constituency is not so extensive and not so composite as it would be if the university had no church connection.

The internal administration of the university is entirely free from sectarianism. In its early years students were required to attend Sunday services in the chapel. But the requirement was abolished, and now a student has only himself to consult whether he shall go to church and where he shall go. Every year the chancellor advises students to worship with the church of their fathers. The whole tendency of university life is against drawing sharp religious, political, and social lines. The general tone is one of breadth and liberality. It is an atmosphere in which one breathes freely, sure that he is esteemed for what he is rather than for his wealth or his social standing, his religious or his political belief.

ACADEMIC FACULTY.

The following is a list of all who are or have been professors or adjunct professors in the academic faculty, with their terms of service:

PHYSICS AND ASTRONOMY.

Professor: L. C. Garland, LL. D., 1875—.

Adjunct professor physics: John Daniel, A. M., 1890—.

Adjunct Professor civil engineering and astronomy: C. L. Thornburg, C. E., PH. D., 1888—.

CHEMISTRY.

Professor: Nathaniel T. Lupton, A. M., LL. D., 1875-'85; William L. Dudley, M. D., 1886—

Adjunct professor: J. T. McGill, B. S., PH. D., 1886—.

GREEK LANGUAGE AND LITERATURE.

Professor: Milton W. Humphreys, A. M., PH. D. 1875-'83; Charles Forster Smith, PH. D. (Lips.), 1883—

LATIN LANGUAGE AND LITERATURE.

Adjunct professor: B. W. Arnold, A. M., 1875-'78.

Professor: John L. Buchanan, A. M., LL. D., 1878-'79; James William Dodd, LL. D., 1879-'86; James H. Kirkland, PH. D. (Lips.), 1886—.

MATHEMATICS.

Professor: William Le Roy Broun, LL. D., 1875-'82; William J. Vaughn, LL. D., 1882—

PHILOSOPHY AND CRITICISM.

Professor: Andrew A. Lipscomb, D. D., LL. D., 1875-'80.

Emeritus professor: Andrew A. Lipscomb, D. D., LL. D., 1880-'91.

ZOOLOGY AND HISTORICAL AND DYNAMIC GEOLOGY.

Professor: Alexander Winchell, LL. D., 1875-'78.

MINERALOGY, BOTANY, AND ECONOMIC GEOLOGY.

Professor: James M. Safford, M. D., PH. D., 1875-'78.

NATURAL HISTORY AND GEOLOGY.

Professor: James M. Safford, M. D., PH. D., 1878 —.

MENTAL AND MORAL PHILOSOPHY.

Professor: John C. Granbery, A. M., D. D., 1875-'82; John J. Tigert, A. M., D. D., 1886-'90; Collins Denny, A. M., 1890 —.

HISTORY AND ECONOMICS.

Lecturer: Edward W. Bemis, PH. D. (Johns Hopkins), 1888-'89.

Adjunct professor: Edward W. Bemis, PH. D., 1889-'92.

HISTORY AND ENGLISH LITERATURE.

Professor: Thomas J. Dodd, D. D., 1876-'82.

MODERN LANGUAGES AND ENGLISH.

Professor: Edward S. Joynes, A. M., 1875-1888.

Adjunct Professor: John M. Daggett, A. M., 1878-1881.

MODERN LANGUAGES AND LITERATURES.

Professors: Charles F. Smith, PH. D. (Lips.), 1882-1883; James H. Worman, A. M., PH. D., 1883-1885; Casimir Zdanowicz, A. M., 1886-1889.

TEUTONIC LANGUAGES.

Adjunct Professor: Waller Deering, PH. D. (Lips.), 1890—.

ROMANCE LANGUAGES.

Adjunct Professor: Alexander R. Hohlfeld, PH. D. (Lips.), 1890—.

ENGLISH LANGUAGE AND LITERATURE.

Adjunct Professor: William M. Baskervill, PH. D. (Lips.), 1881-'82.

Professor: William M. Baskervill, PH. D., 1882—.

Adjunct Professor: William Rice Sims, PH. D., 1888-'89.

SECRETARY OF THE FACULTY.

J. M. Leech, 1875-'84; J. W. Shipp, 1884-'85; Wils Williams, 1885—.

INSTRUCTORS AND TEACHING FELLOWS IN THE ACADEMIC DEPARTMENT FOR THE YEAR 1890-'91.

Austin H. Merrill, A. M., instructor in elocution; P. A. Rodriguez, B. D., instructor in Spanish; Hanns Oertel, PH. D., graduate fellow and assistant in Greek; W. H. Hollinshed, PH. G., post graduate fellow and assistant in chemistry; A. T. Walker, A. B., graduate fellow and assistant in Latin; Calvin S. Brown, B. S., graduate fellow and assistant in English; C. D. Rice, assistant in mathematics; and Paul M. Jones, B. S., graduate fellow and assistant in natural history and geology.

An examination of this list of professors will reveal the creation of new schools and the expansion of old ones, as well as the abolition of some. Modern languages, English, history, and economics have seen the greatest changes. The new study of English, both literary and philological, has been taken up in the most thorough-going manner. Formerly attached to the School of Modern Languages, English is now a school of itself, and, moreover, the most largely attended school in the university. The chair of modern languages has lately been divided into two chairs, that of romance and that of Teutonic languages. Until recently history and political economy received the scant attention accorded them in most colleges, finding a domicile in almost any school that would give them shelter. But in 1889 they were severed from mental and moral philosophy and erected into a separate school.

The professors have on the average only about twelve lectures and recitations per week. They are thus afforded time and opportunity for scholarly investigation and writing. Since the standing and reputation of college professors in the present day depend so much upon their work as scholars, the importance of this is readily seen.

WRITINGS OF VANDERBILT PROFESSORS.

The following list of the writings of Vanderbilt professors is for most of them a complete bibliography of their important publications, but for a few it is not complete, owing to the possession of insufficient data:

JAMES M. SAFFORD, A. M., M. D., PH. D., ¹ 1875 —.

The Silurian Basin of Middle Tennessee, 12 pp., 1851 (also published

¹ Besides being a professor in Vanderbilt University, Dr. Safford is State geologist of Tennessee.

in American Journal of Science and Arts, second series, Vol. XII).—A Geological Reconnaissance of the State of Tennessee, 1856.—Second Biennial Report or Statement to the General Assembly of the State of Tennessee, 12 pp.—Geology of Tennessee, 1869, Resources of Tennessee, 1874; prepared under direction of the State bureau of agriculture (Dr. Safford was one of the chief authors and editors).—The Elementary Geology of Tennessee, 1876, by J. M. Safford and J. B. Killebrew.—Geological and Mineralogical Collections of the Centennial Exhibition, 1876, published in Reports and Awards, Group I, of the Exhibition, Philadelphia, 1878 (Dr. Safford was one of the judges of the Centennial Exhibition).—The Geological and Topographical Features of Tennessee in Relation to Disease, 1880-'84, published by the Tennessee State board of health, in Vols. I and II of their report.—Report on the Cotton Production of the State of Tennessee, with a Discussion of its General Agricultural Features and a Note on Cotton Production in the State of Kentucky, 1883; prepared by Dr. Safford while special census agent of the Tenth Census.—Address before the Southern Immigration Society at its meeting in Nashville, March, 1884.—The Topography and Geology of Middle Tennessee in Relation to the Occurrence of Natural Gas, 1887; published in the American Manufacturer and Iron World, Pittsburg, Pa.—The Economic and Agricultural Geology of the State of Tennessee, 1887, published in biennial report of commissioner of agriculture.—Geological Map of Tennessee, 1888, published by Commissioner B. M. Hord.—Geological Report Made to the President and Directors of the East Tennessee Land Company, 1889.—Geological Report, 1889, made to the general assembly of Tennessee.—Water Supply of Memphis, 1890. (Dr. Safford has made numerous reports in the line of his work and has published many articles in scientific and other papers and journals.)

ALEXANDER WINCHELL, LL. D., 1875-1878.

Among Prof. Winchell's publications may be mentioned Sketches of Creation, 1870; The Doctrine of Evolution, 1874; Reconciliation of Science and Religion, 1877; Pre-Adamites, or a Demonstration of the Existence of Men before Adam, 1880; Sparks from a Geologist's Hammer, 1881; World Life, or Comparative Geology, 1883; Geological Excursions, or the Rudiments of Geology for Young Learners, 1884; Geological Studies, or Elements of Geology, 1886; Walks and Talks in the Geological Field, 1886.

L. C. GARLAND, LL. D., 1875—

Trigonometry, plane and spherical, 1841. Dr. Garland has contributed largely to magazines of the Southern Methodist Episcopal church. He also contributed a lecture on Materialism to Discussions in Theology by the Vanderbilt theological faculty

NATHANIEL T. LUPTON, A. M., LL. D., 1875-'85.

The Elementary Principles of Scientific Agriculture.—Papers prepared for the Nashville board of health and published in their reports.—An article on meteoric iron from Coahuila, Mexico.—Article embodying results of analysis of coals in Kentucky, Tennessee, and Alabama.—Various articles for scientific journals. In 1885 Dr. Lupton became State chemist of Alabama and professor in the Agricultural and Mechanical College of Alabama. Since then he has issued bulletins on The Essential Elements of Plants, The Value of Pea Vines, The Effect on Butter from feeding on Cotton Seed and Cotton Seed Meal, Commercial Fertilizers, Reports of Analyses Made in the State Laboratory, etc.

MILTON W. HUMPHREYS, A. M., PH. D., 1875-'83.

On Negative Commands in Greek; paper published in transactions of American Philological Association, 1876.—On Certain Influences of Accent in Latin Iambic Trimeters; paper published in Transactions of American Philological Association, 1876.—Influence of Accent in Latin Dactylic Hexameter; paper published in Transactions of American Philological Association, 1878, being the substance of Prof. Humphrey's doctor's dissertation at Leipzig, 1873.—On Elision, especially in Greek; paper published in Transactions of American Philological Association, 1878.—On the nature of Cæsura; paper published in Transactions of American Philological Association, 1879.—On Certain Effects of Elision; paper published in Transactions of American Philological Association, 1879.—A Contribution to Infantile Linguistics; paper published in Transactions of American Philological Association, —The Clouds of Aristophanes; an edition based on Koch's German edition, 1885.

EDWARD S. JOYNES, A. M., 1875-'78.

Elements of French Pronunciation, 1868.—An Address: Teaching Greek and Latin, Virginia Educational Association, 1870.—Prof. Joynes edited the following classic French plays, published by Henry Holt & Co., of New York, 1868-'82: First series—Le Cid, Athalie, Le Misanthrope; second series—Esther, L'Avare, Cinna.—Essay on Classical Studies, National Educational Association, 1873.—Essay in Position of Modern Languages in Higher Education, National Educational Association, 1876.—Address at Centennial of Education in Tennessee, Nashville, 1880.—Introductory German Lessons, 1876.—Introductory German Reader, 1877.—Introductory French Lessons, 1877.—Introductory French Reader, 1878.—Joynes Meissner's German Grammar, 1887.—Joynes' German Reader, 1889.—Essay on Reading in Modern Language Study, Modern Language Association, 1889.—Schiller's Geistrischer, 1890.—Address on Normal and Industrial Education for Women, Florence, S. C., 1890.—French Folk and Fairy Tales, 1891.—Essay on Relation of the State to Higher Education, 1891, Southern Educational Association.—Numerous contributions to educational journals, etc.

OLIN H. LANDRETH, A. M., 1879 TO DATE.

Metric Tables for Engineers, 1883.—Frequent contributor to the technical journals and to the transactions of the various technical societies of which he is a member.

W. M. BASKERVILL, PH. D., 1881 TO DATE.

Epistola Alexandri ad Aristotelem, Anglo-Saxon Version; doctor's dissertation at Leipzig.—A Handy Anglo-Saxon Dictionary, Baskervill and Harrison.—An Outline of Anglo-Saxon Grammar.—Andreas; A Legend of St. Andrew.—The Study of English, Christian Advocate.—Thackeray and Maurice Thompson; Quarterly Review (Southern Methodist).—James Albert Harrison (Authors at Home); The Critic.—Southern Literature; paper read before Tulane University, Chautauqua Assembly and Modern Language Association.—Notes on the Andreas, and Etymology of English "Tote," in Modern Language Notes.—Various minor articles on G. W. Cable, J. C. Harris, T. N. Page, M. J. Preston, Browning, Lowell, etc., in periodical press.—Some ethnological work on the Century Dictionary.—Contributions to Appleton's Cyclopedia of American Biography.—English Writers of To-Day; A series of articles in the Chautauquan.—Higher Education of Women, Nashville Christian Advocate.

CHARLES FORSTER SMITH, PH. D., 1882 TO DATE.

A study of Plutarch's Life of Artaxerxes, with Especial Reference to the Sources, 1881; doctor's dissertation at Leipzig.—On Southernisms, two papers published in Transactions of American Philological Association, 1883 and 1886.—Southern Schools and Colleges; two articles, Atlantic Monthly, October, 1884, and December, 1885 (reprint in pamphlet form, Nashville, 1891).—Southern Dialect in Life and Literature; Southern Bivouac, November, 1885.—The Seventh Book of Thucydides, edited on the basis of Classen's German edition, 1886.—The Third Book of Thucydides, edited on the basis of Classen's German edition; ready for the press.—Translation of Hertzberg's volume on Greek History in Grote's Allgemeine Weltgeschichte; MS. in hands of printer.—The Dialect of Miss Murfree's Mountaineers; Christian Advocate, Nashville, January 17, 1891.—Honorary Degrees as Conferred in American Colleges; read before National Educational Association, July, 1889, and printed in the transactions of the association; also in Southern Methodist Quarterly, October, 1889, and as bulletin of United States Bureau of Education, 1890.—Why has Georgia a Literature and Tennessee Not? Round Table, February, 1890.—Americanisms; Southern Methodist Quarterly, January, 1891.—Other contributions of a similar character to New York Independent, New York Christian Union, Chicago Current, etc.—Richard Malcolm Johnston; Southern Methodist Quarterly, 1892.—Traces of Tragic Usage in Thucydides; papers read before American Philological Association, July 6, 1891.

JAMES H. WORMAN, A. M., PH. D., 1883-'85.

Prof. Worman did considerable editorial work and published a series of French and German text-books. Also, before coming to America, he published a school book on universal history, 1862.

JAMES H. KIRKLAND, PH. D., 1886 TO DATE.

A study of the Anglo-Saxon poem, "The Harrowing of Hell," 1885; doctor's dissertation in Leipzig. In the American Journal of Philology have appeared "A Passage in the Anglo-Saxon Poem, 'The Ruin,' Critically Discussed," Vol. VII, pp. 367-369; review of Herbert Weir Smyth's "Das Diphthong *ei* im Griechischen," Vol. VIII, pp. 97-99; review of Conway's Verner's "Law in Italy," Vol. IX, pp. 492-495. In the Southern Methodist Quarterly Review have appeared "The Influence of German Universities on the Thought of the World," Vol. VIII, pp. 310-326; "Life and Character of Antigone," Vol. IX, pp. 305-318. "Horace, Satires and Epistles," edited on basis of Kiessling's edition, 1892.

WILLIAM L. DUDLEY, M. D., 1886 TO DATE.

The Poisonous Effects of Cigarette Smoking; Medical News, September, 1888.—Some Modifications of the Methods of Organic Analysis by Combustion; American Chemical Journal, Vol. X, No. 6. (Also published in *Berichte der Deutschen Chem. Gesellschaft.*)—A Curious Occurrence of Vivianite; American Journal of Science, Vol. XI, August, 1890.—The Pierce Process for the Production of Charcoal, Wood Alcohol, and Acetic Acid; Journal of Analytical and Applied Chemistry, Vol. V, No. 5, May, 1891.—The Nature of Amalgams; Proceedings of the American Association for the Advancement of Science, 1890.—The Nature of Amalgams; Address of William L. Dudley, vice-president section C of the American Association for the Advancement of Science at Toronto, August, 1889.—Iridium; Article in Mineral Resources of the United States, Washington, 1883-'84.

J. T. MCGILL, PH. D., 1886 TO DATE.

Ueber Citronensäure-Derivate des p—Toluidins, *Berichte der Deutschen Chem. Gesellschaft*, 1886.—Introduction to Qualitative Chemical Analysis, 1889.

JOHN T. TIGERT, M. A., D. D., 1886-'90.

Hand Book of Logic.—Systematic Theology; consisting of lectures on the twenty-five articles of religion by the late Rev. Thomas O. Summers, D. D., LL. D., professor of systematic theology in Vanderbilt University, the whole arranged and revised with introduction, copious notes, explanatory and supplemental, and a theological glossary, by Prof. Tigert.—The Preacher Himself; homely hints on ministerial

manners and methods.—Passing through the Gates, and other sermons, by the late Bishop McTyeire, edited, with an introduction, by Prof. Tigert.—Theology and philosophy, a select glossary of; including brief biographical notices of eminent theologians and philosophers.—Original Status of the Methodist Episcopal Church in America.—Wandering Stars; or, Rationalism the Root of Sins.—A series of articles entitled "Theism; A Survey of the Argument," in the Southern Methodist Quarterly Review for July, 1889, October, 1889, April, 1890, and January, 1891.—The Methodist Doctrine of Atonement, and a correspondence with Dr. Whedon, in the Methodist Advocate (New York).—Other articles in the Southern Methodist Quarterly: The Doctrinal Standards of Methodism, July, 1889; God in History, April, 1881; The Fourth Gospel, July, 1880.—A brief communication on the civil war, in the Century.

CHARLES L. THORNBURG, PH. D., 1888 TO DATE.

A Table of Factors for the Reduction of Transit Observations for Vanderbilt Observatory, 1884 (while instructor).—Articles on observations in the astronomical journals, etc.

WILLIAM RICE SIMS, PH. D., 1888-'89.

Two Harvests; a poem read before the alumni association of Vanderbilt University, 1887.—Influence of the Spanish on the French Literature; Methodist Review (New York), September–October, 1890.—The Wanderer; a metrical translation from the old English poem ascribed to Cynewulf; Modern Language Notes, November, 1890.—A metrical and rhymed version of the Happy Land, from Cynewulf's Phoenix; Modern Language Notes, December, 1891.—Numerous short sketches and poems in Lippincott's Magazine, Youth's Companion, New York Herald, New York World, New Orleans Times-Democrat, New Orleans Picayune, and other papers not so well known.

EDWARD W. BEMIS, PH. D., 1889 TO DATE.

Coöperation in New England; Coöperation in the Middle States. (The first was published as Monograph No. 5, Vol. I, publications American Economic Association. Both appeared as chapters in History of Coöperation in the United States, being Vol. VI of the Johns Hopkins University Studies in History and Politics.)—The Workingmen of the United States, in supplement to an American edition of the Encyclopedia Britannica.—Local Government in Michigan and the Northwest, being No. 5 of Vol. I of Johns Hopkins University Studies in History and Politics.—Mine Labor in the Hocking Valley, No. 30, Vol. III, publications of the American Economic Association.—Old Time Answers to Present Problems, as illustrated by the Early Legislation of Springfield, Mass.; New England and Yale Review, February, 1887.—Articles on immigration, in Andover Review, March and June, 1888.—Coöpera-

tion; Annual Encyclopedia for 1888.—Benefit Features of American Trade Unions; Political Science Quarterly, June, 1887.—Insurance of American Workingmen; Handwörterbuch der Staatswissenschaften.—Is Henry George a Safe Leader? Our Day, October, 1890.—Socialism, Southern Methodist Quarterly Review, July, 1890.—The Relation of the Church to Social Problems, Dawn Library, Tract No. 2, reprinted from the Northern Christian Advocate, in 1890.—What Shall be Taxed? Chautauquan, July, 1891.—Municipal Ownership of Gas Works in the United States; a monograph of the American Economic Association, 1891.—The Complaint of the Poor; New York Independent, May 17, 24, 1888.—City Ownership of Gas Works in the United States; New York Independent, May 28, 1891.—Socialism and State Action; read before American Social Science Association, September, 1886.—Our Railways; Statesman, December, 1880.—Factory Legislation; Statesman, February, 1889.—The Iron Octopus; Cosmopolitan, February, 1887.—Other articles in the Cosmopolitan, Independent, and elsewhere.

WALLER DEERING, PH. D., 1890 TO DATE.

The Anglo-Saxon Poets on the Judgment Day; Doctor's Dissertation, Leipzig, 1889.

ALEXANDER R. HOHLFELD, PH. D., 1890 TO DATE.

Die Altenglischen Kollektiomisterien; Doctor's Dissertation, Leipzig.—Two Old English mystery plays on the subject of Abraham's Sacrifice; Modern Language Notes, April, 1890.

GROSS ALEXANDER, D. D., 1885 TO DATE.

The Commentary and Homilies of St. John Chrysostom, Archbishop of Constantinople, on the Epistles of St. Paul the Apostle to the Galatians and Ephesians; The Oxford, revised with additional notes, etc., 1889.—The Life and Work of Steve Holcombe, the Converted Gambler of Louisville.—Three lectures in Discussions in Theology, by the Vanderbilt theological faculty: German Higher Criticism; the Formation of the New Testament; and How to Find Something to Say in Preaching.

WILBUR F. TILLET, D. D., 1883 TO DATE.

Our Hymns and their Authors; an annotated edition of the Hymn Book of the Methodist Episcopal Church South.—Three Lectures in Discussions in Theology, by the Vanderbilt theological faculty: Creed and Character; Religious Scepticism; and Future and Eternal Punishment.—In the Southern Methodist Quarterly Review the following articles: Bible Revision, 1880; the Genuineness of the Book of Daniel, 1882; Wesleyan Arminianism, 1883; Hugo Grotius, 1887; What Books Shall I Buy? 1890; and A Wesleyan Arminian Confession of Faith, 1891.—The Sins of the Intellect and Concessions of Distinguished

Unbelievers to the Book and the Man; appeared in northern journals in 1884.—The White Man of the South; Century, 1887.—Published Sermons: The Christian Sabbath, 1883; What Hath God Wrought? Centenary Sermon, 1884; The Mission of Methodism to the Common People, 1889; St. John's Summary of Revealed Truth, 1890.—Ten Letters of European Travel; Nashville Christian Advocate, 1885.

E. E. HOSS, D. D., 1885—.

Editor Christian Advocate, Nashville.—Three lectures in discussions on theology, by the Vanderbilt theological faculty: The Christian Preacher; Chrysostom, the Prince of Preachers; and Christian Art.

W. W. MARTIN, B. D., 1886—.

Three lectures in discussions on theology, by the Vanderbilt theological faculty: The Theology of Genesis; The Creed of the Antediluvians; and the Christ-Painting of Munkacsy.

THOMAS O. SUMMERS, D. D., LL. D., 1875-'82.

Dr. Summers held high editorial positions. He had charge of the Southern Methodist Quarterly; he was editor of the Nashville Christian Advocate. Among his published writings were: Commentaries on the Gospels and on the Acts of the Apostles; Commentary on the Rituals of the Methodist Episcopal Church South; Talks, Pleasant and Profitable; The Golden Censer; Refutation of Thomas Paine's Theological Writings not Answered in Bishop Warren's Apology; Watson's Biblical and Theological Dictionary, Enlarged and Revised.

HOLLAND N. MCTYEIRE, 1873-'89.

Bishop McTyeire, also, has held high editorial positions, editing the New Orleans Christian Advocate and the Nashville Christian Advocate. Of his writings may be mentioned Catechism on Church Government, 1869; Catechism on Bible History, 1869; Manual of Discipline, 1870, and History of Methodism, 1884.

A. M. SHIPP, D. D., LL. D., 1875-'85.

History of Methodism in South Carolina, 1882.

JOHN C. GRANBERY, D. D., 1875-'82.

Bible Dictionary, 1882.

EDWARD EMERSON BARNARD, THE ASTRONOMER.

It was Vanderbilt University that nursed the young genius of Edward Emerson Barnard. The Vanderbilt Observatory was the first observatory in which he ever worked. He had charge of it from 1883 to 1887. He was first fellow and afterwards instructor in astronomy.

Being without a college education he set about to acquire one, attending classes and standing examinations just like any other student. His mathematical studies he carried so far as to graduate in that school. By his many comet discoveries Prof. Barnard made himself famous and at the same time spread the name of the university. And he achieved his wonderful results with instruments designed not for original work, but simply for instruction in practical astronomy. In 1887 he accepted the position of astronomer of the Lick Observatory, Mount Hamilton, Cal., where he is now. With the unequaled facilities of the Lick at his command Prof. Barnard is continually adding luster to his name.

Prof. Barnard's specialty has been comet and nebular work. The following is a list of his comet discoveries: 1881, VI; 1882, III; 1884, II (periodic—fifty-three years); 1885, II; 1886, II; 1886, VIII; 1886, IX; 1887, III; 1887, IV; 1888, V; 1889, I; 1889, II; 1889, III; 1890, V (rediscovery of d'Arrest's periodic comet); 1891, *a*; 1891, *b* (rediscovery of Wolf's periodic comet); 1891, *c* (rediscovery of Encke's periodic comet); 1891, *d* (rediscovery of Swift's periodic comet); 1891, *e*; 1885, V (independently discovered). This list is greater than that of any other living astronomer and is equaled only by that of Pons, whose list was larger.¹ In 1889 Prof. Barnard discovered four satellite comets, which were traveling through space with comet 1889, V.

He has discovered something over one hundred new nebulae and some five or six double stars, one of which (connected with the trapezium of Orion) is the most difficult double star in the heavens. He discovered in 1890 a new Merope nebula, a bright nebula only 36 seconds of arc from the bright star Merope of the Pleiades.

He made the first photographs of the Milky Way that were ever made to show the cloud forms and structures, 1889. He also made the only observations on record that prove beyond question that the dusky ring of Saturn is transparent, eclipse of Japetus, November 1, 1889.

Prof. Barnard has made a special study for the past twelve years of the planet Jupiter, and has published many papers concerning these studies and observations.

He has published many independent papers and written for many astronomical publications. He is a contributor to the following journals: *Astronomische Nachrichten*, *Monthly Notices Royal Astronomical Society*, *Astronomical Journal*, *Sidereal Messenger*, *Publications Astronomical Society of the Pacific*. He also contributes in a popular form to the newspapers.

Prof. Barnard was made a fellow of the Royal Astronomical Society in 1887, and a fellow of the American Association for the Advancement of Science in 1885. He is, besides, a member of the British Astronomical Association and of the Astronomical Society of the Pacific.

¹ Prof. Barnard is now only 34 years old.

RELATIVE PLACES OF BOARD OF TRUST, CHANCELLOR, AND FACULTY
IN THE GOVERNMENT OF THE UNIVERSITY.

"The general government of Vanderbilt University is vested in its board of trust." "The executive committee has the power *ad interim* that is delegated to it by the board of trust." "The immediate government is committed to the chancellor and the faculty in each of the several departments. All matters pertaining to the common interests of the institution are considered by the university senate, composed of the chancellor and the deans." "The chancellor is *ex officio* chairman of the faculty. He is also to preside on public academic occasions, confer the degrees at commencement, and at every annual meeting of the board of trust to acquaint that body with the state, interests, and wants of the university."¹ He is admitted to the deliberations of the board, but he may not vote. The chancellor is an executive officer, executing laws of the board of trust as well as ordinances of the faculty; a go-between for faculty and board, through whom all communications from the former to the latter must pass, accompanied by his written opinion, and for all ordinary purposes the head of the university. Though the general government is vested in the board of trust, the faculty has a very real if not a formal share in that government. Plans and policies originate there, and as a rule its recommendations are adopted.

THE RESIGNATION OF CHANCELLOR GARLAND.²

At the last meeting of the board of trust Chancellor Garland presented his resignation. It was accepted, to take effect on the election and installment of his successor. No successor has yet been named. Dr. Garland will retire on a full salary as emeritus chancellor for life. And thus will end a connection that has been fraught with great and lasting good to the Vanderbilt. In its upbuilding Dr. Garland has been no small factor. His experience as college professor and president, stretching back now sixty years; his ability and his scholarship, and, beyond all, his grand character, have been a tower of strength. His presence has inspired confidence; it has been a guarantee of genuineness and stability. Dr. Garland is a gentleman of the old school, with all that that implies in manners and attainments, a product of the

¹ From the by-laws of the university.

² Landon Cabell Garland was born in 1810 in Nelson County, Va.; graduated from Hampden-Sidney College in 1829; was professor of chemistry in Washington College, Va., from 1830 to 1833; was professor of physics in Randolph-Macon College from 1833 to 1835, when he became president; left Randolph-Macon in 1847 to fill the professorship of English literature in the University of Alabama; was soon transferred to the chair of mathematics, physics, and astronomy; in 1854-'55 was president of the Northeast and Southwest Railroad Company, a corporation organized to build a railroad from Meridian, Miss., to Wills Valley, Ala.; in 1855 was elected president of the University of Alabama; in 1866 went to the University of Mississippi as professor of physics and astronomy, where he remained until he became chancellor of Vanderbilt University in 1875.

time when there were fewer specialists and, it may be, more all-round scholars. Such he is himself. He is fond of telling his students that pure mathematics is his forte, and yet he has taught, and of course with success, not only mathematics, but physics, astronomy, mental, moral, and political science, and even English literature. Years ago he wrote and published a trigonometry and wrote a calculus, but the unpublished manuscript was lost in the burning of his house. In the art of teaching he is a master. It is a favorite saying of his that his method is the Socratic method. The simplicity and clearness of his exposition, step by step and principle by principle, from the very foundation to the capstone, is truly admirable and could hardly be excelled. In his younger days Dr. Garland had the reputation of being an orator of much eloquence, and in his old age his tongue has not forgot her cunning. His voice at a moderate pitch can be heard in the distant recesses of a large hall. He speaks readily if not fluently, and his use and choice of words are almost faultless. His command of language and his command of himself make him a good extemporaneous and occasional speaker. His manner is simple and direct; he affects none of the arts of the orator. He appeals straight to the higher nature, to what of goodness and truth there is in a man. The honor system of government has found in him a sympathetic administrator, and to him its success is largely due. At the last commencement he gave in a most impressive manner his testimony to the efficacy of that system. He felt that this might be his last public utterance from the university rostrum, and that utterance was an expression of his profound and thankful conviction that young men could be governed by relying upon their sense of duty and honor. Dr. Garland is deeply religious; and religion with him means an abiding trust in his Heavenly Father and constant resort to Him in prayer. The burden of his chapel talks to students is the transcendent importance of religion and of high moral character. Dr. Garland is not a magnetic man; he is not as sympathetic as some men. His influence does not lie here; it lies in his modesty and simplicity, in his moral sweetness and purity, in his unswerving integrity and devotion to duty. These things inspire respect and confidence; they make him a force for good. They are green spots in one's memory; they are helpful influences in one's life.

BIBLIOGRAPHY.

Minutes of the Board of Trust, 1872-'91.

Vanderbilt collection. Three volumes, 1875-'88. Includes, besides catalogues and specimen examination papers, a prefatory account of the inception and establishment of Vanderbilt University; an account of the dedication and inauguration of the university, and a report of the sermons and addresses delivered on those occasions; addresses delivered Founder's Day, May 27, 1876, by President McTyeire and Chancellor Garland.

In Memoriam, Cornelius Vanderbilt. The action taken by faculties and students of the university and by the general assembly of Tennessee upon his death, and a memorial sermon by President McTyeire.

Central University: Charter, Proceedings of the Board of Trust and Address of the Board, Nashville, 1873.

By-laws of Vanderbilt University.

Files of Vanderbilt Observer, Hustler, and Comet.

The Honor System in Colleges, an unpublished paper by Charles Forster Smith, professor of Greek in Vanderbilt University.

Southern Colleges and Schools, two articles in the Atlantic Monthly for October, 1884, and December, 1885, by Charles Foster Smith. These articles were reprinted in pamphlet form under one cover, Nashville, 1891.

Honorary Degrees as Conferred in American Colleges, a paper by Charles Forster Smith, read before the National Educational Association at Nashville, July, 1889. Printed in pamphlet form.

Manuscript notes of William J. Vaughn, professor of mathematics in Vanderbilt University.

An article on Vanderbilt University in the Christian Advocate, Nashville, April 11, 1891, by William M. Baskervill, professor of English in Vanderbilt University.

Crews' History of Nashville.

The Round Table, Nashville, April 26, May 3, June 14, June 28, and July 5, 1890, contains letters from D. C. Kelley, editor of the Round Table, and L. C. Garland, chancellor of Vanderbilt University, on the founding of the University. The Christian Advocate, Nashville, October 11, and October 18, 1890, contains communications from Dr. W. C. Johnson on the same subject.

The Christian Advocate, March 2, 1872; March 9, 1872; March 23, 1872; April 6, 1872; April 27, 1872; May 4, 1872; May 18, 1872; contains the Pierce-McTyeire controversy on the founding of Central University.

Clayton's History of Davidson County.

Petition of Thomas L. Maddin, John H. Callender, and Daniel B. Cliffe to Congress for compensation for damages sustained by Shelby Medical College in the civil war.

CHAPTER V.

CUMBERLAND UNIVERSITY.

CUMBERLAND COLLEGE.

Cumberland University is the leading educational institution of the Cumberland Presbyterian Church. The first educational institution of the church was Cumberland College, situated at Princeton, Ky., and opened in March, 1826. The chief purpose in founding this pioneer school was to meet the demand in the church for ministerial education. But it was not successful, particularly in its financial management. At last the general assembly of the church decided to sever the connection previously existing between the college and itself and to transfer its countenance and support to a school to be established at "a more eligible site."

A commission appointed by the assembly met in Nashville, July, 1842, to choose a location for the new school. Lebanon, Tenn., made the best offer—to erect a \$10,000 building and present it to the school—and was accordingly selected as the seat of the proposed college. Besides the greater liberality shown by the citizens of Lebanon, they were known to be a refined and cultivated people. Moreover, Lebanon was a center of Cumberland Presbyterian influence.

The management and friends of the discarded Cumberland College formed a large and vigorous minority in the general assembly, but their remonstrances were of no avail. After it was turned adrift by the general assembly Cumberland College entered upon a more useful and successful career. "Green River Synod took the cast-off child under its care" and the school remained an institution of the Cumberland Presbyterian Church until 1858.

CUMBERLAND UNIVERSITY OPENED.

The new college began work in a very humble way, in September, 1842, in the Cumberland Presbyterian Church of Lebanon. For a while the only teachers were Rev. C. G. McPherson, professor of mathematics, and one of the older students. In February, 1843, President F. R. Cossett, D. D., and Tutor T. N. Jarman arrived. Rev. T. C. Anderson, professor of Latin and Greek, entered upon his duties in September, 1843. It was not until September, 1844, that N. Lawrence Lindsley, professor of modern languages, met his classes and thus completed the organization of the faculty. Instruction was given in temporary quarters until

the opening of the fifth session in September, 1844, when the school was moved into the now completed college building. By a charter obtained from the legislature in February, 1844, the school became Cumberland University. Its promoters already had in view the grouping of special schools around a literary department, or college proper, as a center.

LIMITED MEANS OF THE UNIVERSITY.

At the outset and repeatedly afterwards the trustees declared that neither they themselves individually nor the property of the university were liable for professors' salaries. If tuition fees and endowment income were not sufficient to meet them, they must remain unpaid until a surplus from these sources over and above current expenses should arise; and this was not likely to occur. As a consequence the incomes of professors were small, very small. Yet men of scholarship and ability graced the halls of Cumberland University. To their unselfish devotion to the cause of the institution, must be attributed a large part of its success. The whole history of the university has been a struggle against limited means. Whatever has been accomplished has been accomplished despite this drawback. Even now the endowment is very meager. The revenues derived from tuition fees supplemented by private donations, always precarious and obtained at the cost of much time and expense, have constituted the main support of the college. But for faithful agents laboring against almost insuperable obstacles throughout the wide bounds of the church, Cumberland University must at times have closed its doors. One of the most successful agents was Rev. John M. McMurtry, appointed in 1845. He worked for several years with such success that the endowment was increased to \$60,000. The plan usually followed by him was to secure "endowment notes." The giver of the note paid interest on it during his lifetime; the principal fell due at his death. Often the principal was never paid, and it required no little trouble and expense to collect the interest from men scattered through several States.

PREPARATORY DEPARTMENT.

A preparatory school has always been connected with the university and its students have been numbered as university students. Until 1850 it was taught by students belonging to the higher college classes. Since that time it has had regular instructors. One of them, William J. Grannis, A. M., has been a teacher in the school for thirty-eight years.

From the first, ministerial students of any evangelical denomination were exempted in all the departments from the payment of tuition fees. In addition to this the liberality of some 12 or 15 residents of Lebanon and vicinity provided free board for those who were unable to pay.

CONSTITUTION OF THE BOARD OF TRUSTEES.

The board of trustees is local and self-perpetuating, but by an amendment to the charter passed by the legislature during the session of 1849-'50 nominations to vacancies in the board must be approved by the general assembly of the church or by the synod in which the university is situated. Although composed mostly of Cumberland Presbyterians, the usefulness and influence of the board have been extended by the presence of a few who were not members of that church. James C. Jones was one of these. He was the "lean Jimmie Jones" who was twice elected governor of Tennessee over James K. Polk and was afterwards sent to the United States Senate. Foremost, and deservedly foremost, among the legal guardians of the university's interests was Robert L. Caruthers, president of the board of trustees from its organization until his death in 1882.

In all noble plans for the advancement of the institution's interests this man led the way. If he had been what the world now calls wealthy the university would long ago have been fully endowed. His estate was large enough to enable him to place his name at the head of every subscription paper circulated to raise money for the institution. He led not only in liberal giving, but in planning liberal things. He scorned all littleness and meanness of policy in the management of the college business.

CHANGES IN PRESIDENCY AND FACULTY—SKETCH OF PROFESSORS.

In 1844 Dr. Cossitt resigned the presidency, and was succeeded by Prof. Anderson, who had recently retired from the chair of ancient languages on account of ill health. Prof. Lindsley was transferred to the vacant chair from the chair of modern languages; Alexander P. Stewart was elected to the professorship of mathematics in 1845, vice C. G. McPherson, resigned. James H. Sharp was elected, also in this year, to the chair of physical sciences. He was succeeded in 1848 by James M. Safford, PH. D., of Yale College. William Mariner, A. M., professor of mathematics in West Tennessee College, was made assistant professor of ancient languages at the end of 1847. He subsequently filled for some time the chair of mathematics. He was finally assigned, in 1850, to the chair of ancient languages, made vacant by the death of Prof. Lindsley. Prof. Anderson, notwithstanding he was a confirmed invalid, continued at the head of the university for twenty-two years. "In his administration as the presiding officer of the affairs of the leading institution of the church, his course was distinguished by a genial, magnanimous, liberal, and Christian view of his great responsibilities and duties. He was preëminently noted for practical wisdom in his dealings with all the interests of the university, common sense being one of his peculiar characteristics in all matters of counsel, whether public or private." Dr. Lindsley, although not in the faculty many years, left the mark of his character and culture upon the institution. He had sat under the instruction of his famous father, Philip

Lindsley. Indeed, "as an educator, he possessed in an eminent degree the two great qualities so wonderfully adorning his distinguished father's life, to wit: thorough, exact, profound, classic culture, and the faculty of inspiring an enthusiastic devotion toward himself in all his scholars."

Prof. Stewart was a graduate of West Point and when called to Lebanon was assistant professor of mathematics in his alma mater. With the exception of three years, he was a member of the Lebanon faculty until the breaking out of the war in 1861, when he entered the Confederate army and rose to the position of lieutenant-general. The stern and rigid ideas of faithfulness and duty with which Stewart became imbued at West Point were communicated through him to his pupils. "He commanded their highest respect at all times and left the distinct impression of his high character as a stimulus and a model for their afterthought through life." Prof. Safford's election was due to the warm endorsement of Benjamin Silliman, "the nestor of American science." In 1854 Prof. Safford received the appointment of State geologist of Tennessee and resumed the geological survey begun by Gerard Troost. His "Geology of Tennessee," published in 1869, gave him a high standing among scientific men both in Europe and America.

DEPRESSION—REVIVAL.

The first catalogue of the university was issued in 1845 and showed a roll of 82 students, 16 of whom were candidates for the ministry. The institution received a check in 1849. The complete severance of the relations existing between Dr. Lindsley and the university, the resignation of Prof. Stewart and the presence of the cholera in Lebanon all united to cast a gloom over the prospects of the university. But in 1850 things began to assume a brighter look. Prof. Stewart returned to his professorship, the patronage increased, and Cumberland University entered upon an era of prosperity that was to last until the beginning of civil strife ten years later.

CREATION OF DEPARTMENTS OF ENGINEERING AND THEOLOGY.

Two new departments, or schools, were created in 1852—engineering and theology. This year a short course leading to the degree of civil engineer was established. A student with little or no preparation could complete it in two or three years, while one well prepared could complete it in one or two years. At first Prof. Stewart had entire charge of the department. In 1854 A. H. Buchanan was associated with him. Prof. Buchanan, who since the resignation of Prof. Stewart in 1869 has had both mathematics and engineering, has been for several years in charge of the geodetic survey of Tennessee under the direction of the U. S. Coast Survey.

Lectures on various theological subjects had been given for several years by President Anderson and others. In 1852 the general assem-

bly established a school of theology. In 1853 Richard Beard, D. D., president of Cumberland College, was elected professor of systematic theology, but not until he entered upon his duties in March, 1854, was the theological department fully organized. There being as yet no endowment for this department, and no tuition fees being paid by its students, private individuals pledged themselves to the payment of Dr. Beard's salary.

For many years Dr. Beard performed the arduous labors of the theological school alone and unaided except for the irregular assistance of the president of the college and the pastor of the Lebanon congregation. In addition he did much of the work in the school of ancient languages, not being wholly relieved of this until 1872.

The theological school grew slowly in numbers and endowment. Apparently the church cared little for it. At times Dr. Beard lost faith, but he again took courage and "went on with his half-paid labors all the remainder of his life." He died in 1881. Dr. Beard stood high in his church as scholar and writer. His work on systematic theology is regarded as "the crytallization of Cumberland Presbyterian thought and faith."

The following from Dr. B. W. McDonnold's "History of the Cumberland Presbyterian Church" shows the relation which the theological school sustains to the university:

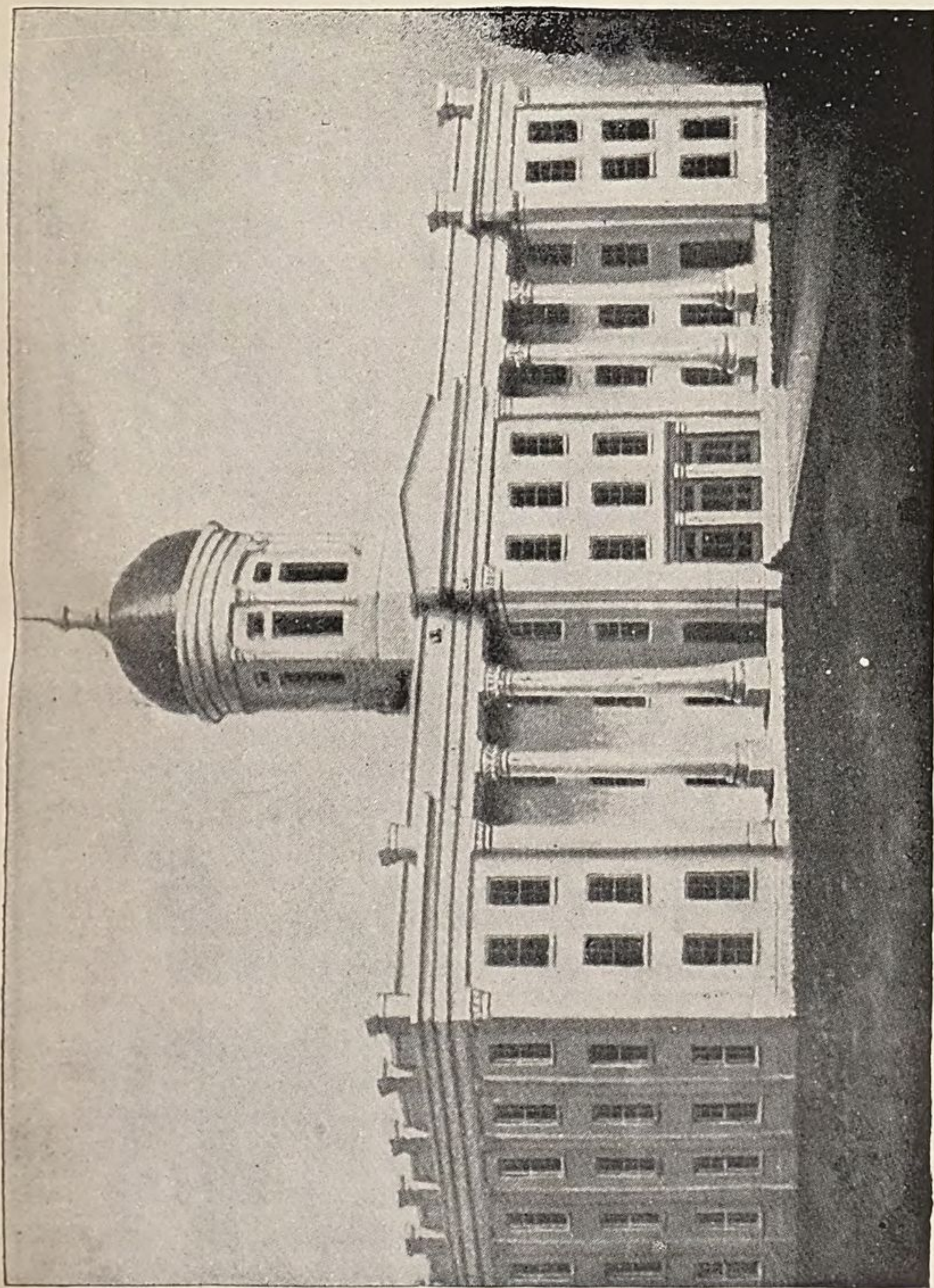
Not the trustees of the university, but the general assembly, planned and inaugurated this department. Cumberland University did not even ask the general assembly to establish such a department. * * * It is not and never was a mere department of the university. It stands in relations far different from those sustained by the law department. The latter was created by the trustees at Lebanon, and could be abandoned by them without asking the church or the general assembly. The church's theological school is a department of the university only so far as such relation is supposed to be serviceable to this school, but it is something more than a mere department. It has relations independent of the university. The propriety of having a separate board of trustees for it has often been discussed, but its own interests are against such a separation. The charter for this department differs greatly in its provisions from the charters of the other departments.

The following test is required of professors in the theological school:

Each professor, before entering upon the duties of his office, shall solemnly adopt, in such form as the assembly may prescribe, the Cumberland Presbyterian confession of faith and form of government.

COLLEGE BUILDING ENLARGED.

The attendance upon the university had now grown to such proportions as to make more ample accommodations necessary. Rev. T. C. Blake was accordingly sent out in 1856 to raise a building fund. His scheme was to sell fifteen-year scholarships at \$500 each. The money obtained in this way was to be used in enlarging the college building. The building was to contain dormitories, and the rent of these was to go to the endowment fund. The money donated on this plan was thus at the same time a building fund and an endowment fund. A sufficient



CUMBERLAND UNIVERSITY BUILDING, LEBANON. (BURNED IN 1864.)

sum was realized by it to make the college building one of the largest and most stately in Tennessee. Upon it there seemed to rest the halo of a happy and useful future. In 1858 there were 481 young men from all over the South crowded its halls.

THE CIVIL WAR.

In the great conflict between North and South the officers and students of the university were, many of them, found in the thick of the fight, some on one side, some on the other. But most of them, as we would expect, enlisted under the bars and stars. Cumberland University, like many colleges in the South, suffered the direst calamities of war. Her library and endowment were swept away. By the order of one of her own sons, a Confederate major, who affected great indignation that his *alma mater* should have been made barracks for negro soldiers, her buildings were burned and nothing was left but a few lonely columns pointing heavenward amidst a mass of débris. An alumnus of the university, wandering through the ruins, wrote on one of these columns the word "resurgam!" In after days the prophesy was fulfilled.

UNIVERSITY REOPENED.

The close of the war found the university not only with hardly a cent of property, but with numerous debts hanging over it. Among these were the claims for free tuition, based on the possession of building scholarships purchased before the war. As the buildings were now in ashes, there was absolutely nothing to compensate the faculty for instruction given to the holders of these scholarships. Notwithstanding the gloomy outlook, Dr. Beard and Prof. Anderson opened a school in the fall of 1865 in a rented hall. In this bare and dreary place they taught for a year, with how many students is not known. Dr. Anderson resigned in 1866, and Dr. B. W. McDonnold was called to the double duty of pastor of the Lebanon Church and teacher of mathematics and sciences.

It was about this time that the board of trustees purchased the former residence of Abraham Caruthers for the law department. Ten thousand dollars was the price agreed upon. Soon after the war Rev. T. C. Blake was sent out to raise a building fund. He secured about \$30,000, chiefly in building notes. The purchase of the Caruthers property created such dissatisfaction that many subscribers to the building fund refused to pay their notes. The secret of their action was no doubt a feeling that the law school should not be the first department of the university to receive the assistance necessary to put it on its feet.

The forty-first term opened in the fall of 1866 with Dr. Beard, Dr. McDonnold, and one of the students as instructors. Gen. A. P. Stewart had been elected president, but delayed his answer for

several months. At last he declined the position and Dr. McDonnold was elected. Before the close of the year Gen. Stewart was again called, this time to the chair of mathematics. He did not decline this position, but accepted and held it until 1869, when he resigned, and A. H. Buchanan was elected in his place. Dr. Safford was also recalled to his old chair of physical sciences. The forty-third term thus began with a tolerably full faculty.

The collegiate department now occupied the Caruthers building. The trustees had thought to conciliate the donors of the building notes by transferring the Caruthers property to the collegiate department, but all to no purpose, for the opening of the college upon this property seemed a deliberate abandonment of the intention to rebuild on the old site. With many this was doubtless a mere plea to ease their consciences. At an expense of \$6,000 the buildings were fitted up for college purposes. But only \$2,000 had been paid on the purchase money. At last the courts condemned the property to be sold. The theological school stepped in and bought it for \$8,000, thus saving to the university the \$8,000 already expended. This was done, of course, at the expense of the collegiate department and at the gain of the theological department. Had it not been for this fortunate issue of an unfortunate piece of business the university would have been without house and home.

PRESIDENT M'DONNOLD.

When Dr. McDonnold entered upon the presidency he dispensed with all printed laws for the government of students and laid down instead the eminently sensible rule, "Every student must behave himself like a gentleman, and must know his lessons." There has been no variation from this policy since it was first enunciated by Dr. McDonnold. All departments are treated alike.

Dr. McDonnold labored incessantly for the upbuilding of the institution of which he was the head. No sacrifice that would further its interests was too great for him to make. It was the purpose of the university to maintain an efficient faculty. But how could it be done without funds? This was the task to which Dr. McDonnold specially applied himself. Besides keeping agents in the field he enlisted by an extensive system of correspondence the coöperation of the ministry, wrote articles for the church publications, and visited in person assemblies, presbyteries, and synods. He directed his efforts partly towards securing a permanent endowment, partly towards securing a "cash endowment." Contributions to the cash endowment were not for investment, but for meeting annual expenses, particularly professors' salaries. This was how a faculty composed of good men was sustained. The university was again on the road to prosperity. "Resurgam" had become a reality.

The debts had been paid and the endowment was steadily growing. In 1870-'71 the attendance reached 335, but various novel schemes were

now afloat for raising an endowment. The methods of Dr. McDonnold and his colaborers were sound and prudent, it was true, but then they did not realize results fast enough. The university must find some shorter path to financial prosperity. To these were doubtless added, in the minds of some, selfish pecuniary motives.

The favorite plan was the insurance plan. According to this policies in life insurance companies were to be taken out in favor of the university. On the death of the policy holder the policy would be paid into the treasury of the endowment fund. Many who advocated this plan were friends of the university and perfectly honest in their belief. Nevertheless, Dr. McDonnold, supported by Prof. Green and others, uncompromisingly resisted all efforts to foist this and other schemes upon the university. It was only by taking advantage of Dr. McDonnold's absence in Alabama that the insurance men at last triumphed. Col. B. F. Ball, an agent of the St. Louis Mutual Life Insurance Company, and at the same time a prominent Cumberland Presbyterian and a true friend of the university, obtained a sort of semiendorsement of his scheme from the general assembly, and also prevailed upon the trustees of the university to adopt it. Thus was Dr. McDonnold's wise and conservative policy superseded by one of doubtful value. "The trustees claimed for the agents of the insurance companies a clear field, not permitting any other method of raising money for permanent endowment or allowing the collection of cash contributions to supplement salaries." The crash came before long. After thousands of dollars had been paid in premiums and before the university had received any real benefit the insurance company failed. The worry incident to this insurance business, the success of the insurance men, and the quickly following disaster broke down the health of Dr. McDonnold, never a strong man physically. After an ineffectual attempt to bear up under his illness he resigned the presidency in 1873.

CHANCELLOR NATHAN GREEN, JR.

There was now no "cash endowment" from which to pay for the services of a president. But in Nathan Green, jr., of the law faculty, was found a man willing to perform without increase of salary the duties attaching to this office in addition to those belonging to his professorship. He was accordingly elected chancellor, corresponding closely to the former president, and has ever since served in that capacity.

He at once introduced several changes. He did away with commencement speeches from members of the graduating classes and substituted addresses by trustees or by well-known men from a distance. He also established one commencement day for all the departments, thereby making the occasion a more imposing one. Since his administration began the university has come into possession of two new buildings. It now has one building for each department. Caruthers Hall, the gift of Robert L. Caruthers, contains the rooms of the Law School.

Here, too, is found the library. The largest gift of books ever received was made in 1869, when Hon. Abraham Murdock, of Columbus, Miss., presented to the university the library of his father, Rev. James Murdock, of the theological department of Yale College. Chancellor Green instituted the custom of conferring degrees upon nonresident students who take the university courses of study by letter. The custom has since been abolished, except as regards post-graduate degrees.

CHANGES IN THE THEOLOGICAL DEPARTMENT.

Great changes have taken place in the Theological School. In 1873 a second chair was established, the Murdock professorship of church history, in accordance with the conditions attaching to the gift of the Murdock Library.

The department was entirely reorganized in 1877 by the creation of four professorships and two lectureships in the place of the former two professorships and by the lengthening of the course from one to two years. The endowment of this department, though small, is larger than that of the academic department.

ENDOWMENT.

The endowment of the university is approximately as follows:

Productive endowment:

Theological School.....	\$55, 770
Academic School.....	25, 000

80, 770

Endowment not yet productive.....	55, 000
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Total endowment	135, 770
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Cumberland University is hampered by its want of endowment. It can never offer the best educational advantages until the want is supplied. More professors and more ample facilities are demanded.

FACULTY.

The following is the present faculty of the theological and academic schools:

Nathan Green, jr., LL. D., *chancellor*.

S. G. Burney, D. D., LL. D., *systematic theology*.

A. H. Buchanan, LL. D., *mathematics and civil engineering*.

W. D. McLaughlin, A. M., *Latin and Greek*.

John I. D. Hinds, A. M., PH. D., *chemistry and natural science*.

R. V. Foster, D. D., *Hebrew and New Testament Greek*.

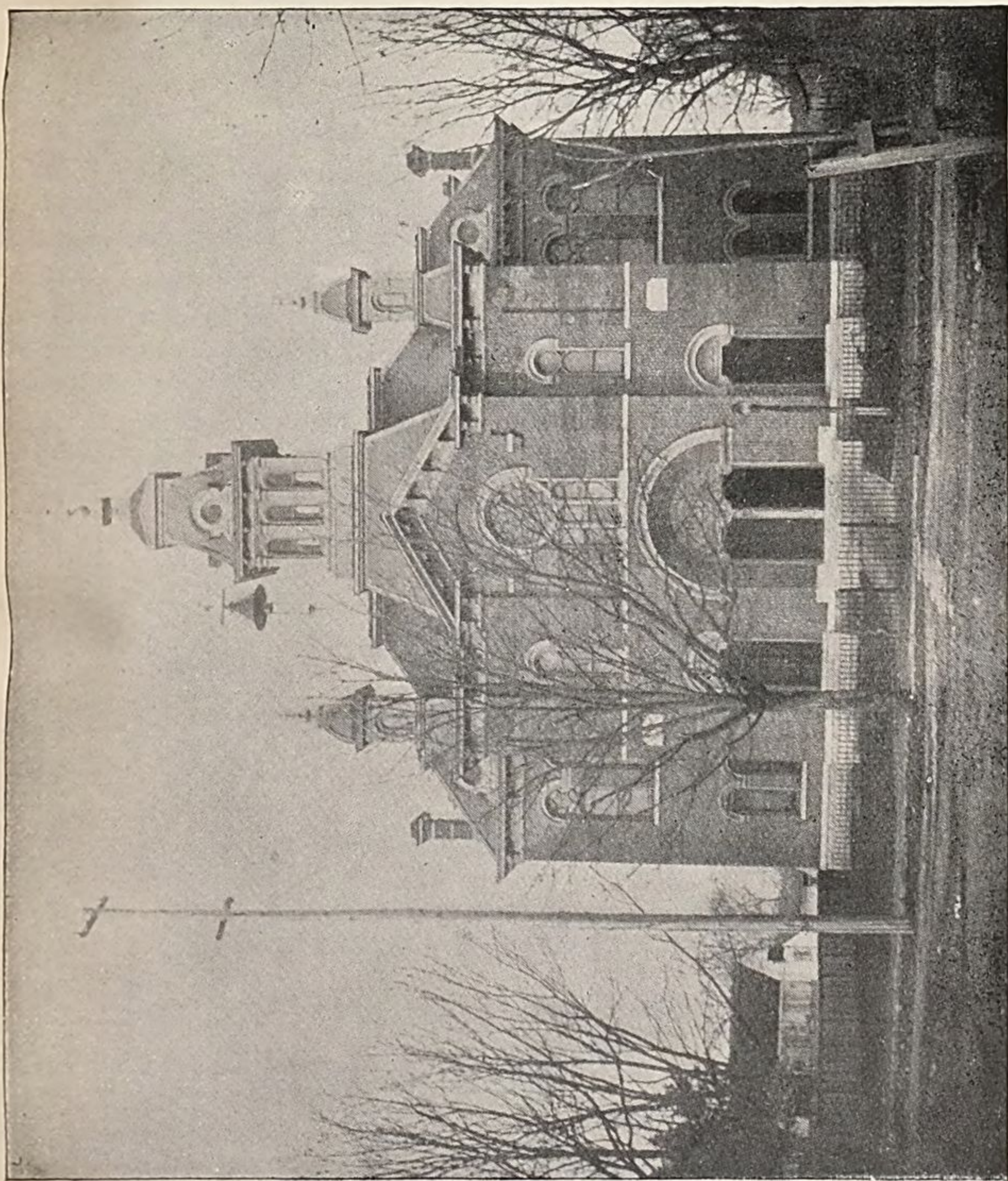
Edward E. Weir, A. M., *belles letters and mental and moral science*.

J. D. Kirkpatrick, D. D., *Murdock professorship of church history*.

W. J. Grannis, A. M., *principal of the preparatory school*.

Herbert W. Grannis, A. M., *teacher in preparatory school*.

C. H. Bell, D. D., *homiletics and missions*.



CUMBERLAND UNIVERSITY—CARUTHERS HALL, LEBANON.

W. J. Darby, D. D., *lectureship on pastoral work.*

J. M. Hubbert, D. D., *lectureship on pastoral work.*

This faculty has seen long service in the cause of the university. Not a member of it has served less than ten years, while some of them have been in the harness for a generation.

EXAMINATIONS, ATTENDANCE, GRADUATES.

There are no written examinations in any of the schools. Daily oral examinations are considered a better test of knowledge. The custom of holding written examinations was in vogue in the early history of the university, but it was soon abandoned.

The attendance since the war has never reached the point that was reached before the war. In 1875-'76 there were 372 students, but 162 of them belonged to the business college, which was then located in Nashville and hardly deserved to be called a department of the university. For the last five years the matriculates in all departments have numbered 260, 290, 317, 312, and 275.

Two thousand one hundred and thirty-seven graduates have received the diploma of the university. The degrees taken were as follows: Bachelor of arts, 394; bachelor of science, 56; master of arts, 18; doctor of philosophy, 10; bachelor of laws, 1,425; bachelor of divinity, 204; civil engineer, 25.

BUSINESS COLLEGE AND TELEGRAPH INSTITUTE.

From 1873 to 1876 this school constituted a department of the university. Rev. Thomas Toney, A. M., M. D., was the principal and proprietor. At the close of 1874 Dr. Toney removed the school to Nashville and combined it with schools there of the same kind of which he was principal and proprietor. Its connection with the university soon ceased entirely. The preparatory school has always included a business course which is less extensive than that offered by a business college.

MEDICAL DEPARTMENT.

During the years 1871, 1872, and 1873 the medical college of Memphis had a nominal connection with Cumberland University. The connection afterwards ceased altogether.

LAW SCHOOL.

The idea of establishing a law school in Cumberland University is first found in this resolution of the board of trustees, passed February 27, 1845:

Resolved, That Hon. N. Green be appointed professor of international law and political economy in Cumberland University, and that he be notified of his appointment and requested to accept the same.

On account of "the afflictions of his family and other engagements"

Judge Green did not accept. The position was then tendered to Judge Abraham Caruthers, but with the same result. Here the project rested until January 9, 1847, when a committee composed of Jordan Stokes, William L. Martin, and Robert L. Caruthers was appointed to consider the advisability of creating a law department. The committee reported in favor of a law department, the report was adopted by the board of trustees, and Judge Abraham Caruthers was elected professor of law at a salary of \$1,500. Judge Caruthers was receiving as circuit court judge a salary of \$1,500—not very large, but sure of being paid. The success of a law school was very doubtful. Few of the lawyers of the day had been educated in law schools. If there were no well-defined opposition to them, there was at least no strong sentiment in their favor. Besides, there was no endowment to insure the payment of the salary offered. But Robert L. Caruthers, brother of Judge Abraham Caruthers, obviated any difficulty on that score by becoming personally liable for any deficit in the salary that might arise from the insufficiency of tuition fees. Judge Caruthers then accepted.

LAW SCHOOL SELF-SUPPORTING.

The establishment of a law school conflicted with the long-cherished project of many Cumberland Presbyterians—the erection of a school of theology within the precincts of Cumberland University. They feared that the new enterprise would divert attention and divide energy and means that should be devoted entirely to founding a theological school. Their apprehensions were not quieted until the trustees, on July 26, 1848, made public a contract between the trustees and the law professor “forever freeing the institution and the church from any liability or expense for the law school and guaranteeing all the income from said school for eight years to the law professor.”

METHODS OF INSTRUCTION—COURSE OF STUDY.

The school was opened in October, 1847, in the law office of Robert L. Caruthers. There were 7 students. The present chancellor of the university was one of the number. Before the end of the year the 7 had become 13. Judge Caruthers adopted a system of instruction wholly different from the one in vogue. The prevailing system was the lecture system. Judge Caruthers acted upon the belief that it was folly to try to improve upon a good text-book. He accordingly assigned a lesson in the text, and the next day questioned each member of the class upon it. His endeavor was to make these examinations very searching, thereby bringing out the points of difficulty encountered by the student. The explanation of these points and a running commentary on the text took the place of formal lectures.

It was urged against the lecture system that there was nothing in it to stimulate the student to exertion; but under this system fear of failure in the presence of his classmates and a spirit of emulation would lead a student to do real, earnest work.

This was only one part of the scheme of instruction. The other part was the moot court. Here cases were tried and judgments rendered just as in actual court, the students impersonating the parties to the suit, the attorneys, and the various officers of the court. At every step of the proceedings the learner had Judge Caruthers's History of a Law Suit to guide him. What more than anything else made these moot courts of such great practical value was the presence on the bench of men who had just come from like positions in the real courts of the land. Judge Caruthers had worn the ermine for fourteen years, and Judge Green, who soon joined him, had sat on the supreme bench of Tennessee for twenty years. But it is useless to descant upon the merits of the moot court as a place where the principles of law can be practically applied. Suffice it to say that the high position accorded it in the scheme of instruction had much to do with the efficiency and success of the Lebanon Law School.

It has been the policy of the school to teach methods of procedure and such law as is needed in actual practice, rather than to delve into origins and to trace the history of legal principles. Special attention is given to live American law.

Until 1853 the course of study covered two years, of ten months each. A student, however, could complete it in less time if his previous reading would justify him in doing so. In 1853 the course was shortened to fifteen months. Since 1871 it has been only ten months, comprising a junior and a senior course of five months each. A man can graduate in five months, provided he can successfully pass an entrance examination to the senior course. One reason for reducing the curriculum to ten months was that other schools had done the same. This was not long after the war. The country was still impoverished. Most young men could not afford to spend more than one year at a law school. Poverty forced them into the struggle for a livelihood. Inasmuch as a student would not, under any circumstances, remain longer than a year, it was thought best to present in that time as comprehensive, all-inclusive a view of the subject as possible. Other reasons were given for the change, but these were the only ones that had much force. The best law schools of the country are now increasing their courses to two, three, or even four years. Cumberland University, as well as other southern schools, will have to follow suit or else take lower rank.

ENLARGEMENT OF LAW FACULTY.

The second year of the school, 1848-'49, there were 25 students in attendance; the third year there were 40. The enterprise was an assured success. The need of more teachers was felt. Accordingly, the services of Nathan Green, of the supreme court, and of Bromfield L. Ridley, one of the chancellors of the State, were secured. They could give to the law school only their court vacations. This was found to be insufficient. Judge Green was therefore persuaded to retire from the

bench and devote his whole time to the law school. This was in 1852. The services of Judge Ridley were then dispensed with. But ere long the need of a third professor was seriously felt, and in 1856 Nathan Green, jr., was added to the faculty. In 1859 John Cartwright Carter, another alumnus, became a professor in the school, but he remained only a year.

LARGEST LAW SCHOOL IN THE UNITED STATES.

In 1852, the fifth year of its existence, the Cumberland University law school had 86 students, and, in point of numbers, ranked second in the United States. It held this position uninterruptedly until 1858, when it took first rank among the law schools of the country. Its roll showed an attendance of 188. The Dane law school, at Harvard, came next with 146. The years preceding the civil war were glorious ones for the Lebanon law school. Its fame had spread far and wide, and its halls were crowded with the choicest youth of the South and Southwest. Many young men in those antebellum days studied law at Lebanon, not as a profession, but the better to fit themselves for citizenship.

HIGH PROFESSIONAL AND MORAL CHARACTER OF LAW FACULTY—SKETCHES OF PROFESSORS.

If it is asked what was the principal cause of the success of the Lebanon law school, we would reply, the character of its professors. They were men who for years had filled the highest judicial offices in the State, and who were known and respected throughout the South for their eminent legal ability and their high moral character. When such men left the bench for the professor's chair it is not strange that young men flocked to hear them. Too great praise can not be given Abraham Caruthers and Nathan Green for forsaking the active pursuit of a profession in which they easily stood first for the less honored and less lucrative position of teachers of youth. This, the unselfish renunciation of place and the consecration to a humble work, was the secret of the success of the Lebanon law school.

Judge Caruthers had been on the circuit bench continuously for fourteen years. At the last election no opposition whatever had been offered to his reappointment. "It is said that fewer of his decisions were overruled than those of any judge who ever occupied a seat so long on the bench. Very many of his decisions have been incorporated into the opinions of the supreme court in affirmation of its own." About the time that the law school was started at Lebanon his *History of a Law Suit* appeared. It was then a small 40-page book, but was afterwards enlarged to a 600-page volume. It has passed through several editions. Some one has called it "the clearest and most lucid exposition of law in practice that has ever been written." Besides this well-known work, Judge Caruthers wrote a little book, *American Law*, as an intro-

duction to the study of law. When the war broke out he was gathering the materials for a work of wider scope than any he had yet written. The characteristics of his style were clearness, vigor, terseness, and, to a remarkable degree, the power of condensation.

Judge Green had been on the bench even longer than Judge Caruthers. After serving for a few years as chancellor when there were only two in the State he was elected in 1831 to the supreme court. Here he remained by repeated reëlection, until his resignation in 1852. He was a man of commanding presence, and his earnestness and dignity well befitted the majesty of the law. Like Judge Caruthers, he was noted for his uprightness and integrity. "He was a teacher of righteousness, whose voice was heard, felt, and remembered throughout the State. He was indeed the Sir Matthew Hale of Tennessee."

Hon. Bromfield L. Ridley, for several years a member of the law faculty, like his colleagues, had a long experience on the bench. He was twenty years a Tennessee chancellor.

CIVIL WAR CLOSES LAW SCHOOL—REOPENED.

It was not long after the civil war began before the law school disbanded and its students were hurrying to the front, some to enlist under the banner of the Union, but the majority to enlist under the banner of the Confederacy. Nearly every alumnus of the school took part in the conflict. Some rose to high position, others remained in the ranks. Robert Hatton, Alexander W. Campbell, and John C. Carter became brigadier-generals in the Confederate army; William B. Bate rose to the rank of major-general. The first three were graduates of the law school. Gen. Bate had been a student, but did not graduate. Gen. Carter was killed at the battle of Franklin; Gen. Hatton was killed at the battle of Seven Pines. Judge Green and Judge Caruthers were strong Union men and opposers of secession, but when the issue was finally drawn they went with their section. Judge Green, who was growing old, staid quietly at home. Judge Caruthers was elected in 1861 to the Tennessee legislature. When the country was overrun by the Federal troops he went to Marietta, Ga., to escape arrest. There he died among strangers, on the 5th day of May, 1862, in the sixtieth year of his age.

At the close of the war the buildings were in ashes, two of the professors were dead, and there seemed little prospect of successfully reëstablishing the law school. Judge Green, now in his seventy-third year and in very feeble health, was averse to any attempt to revive it. Nevertheless the attempt was made. Judge Green consented to lend the influence of his name, but the labor of instruction was expected to fall mainly on his son. When the school opened in September of 1865, 20 students, all beginners in law, presented themselves. Every one of them had been a soldier in the late conflict. One was a Federal colonel, another was a Confederate general. By the end of the year their num-

bers had increased to 43. Old Judge Green died in March, 1866. His pupils followed him to his grave with the affection of children.

There were not wanting fears that this calamity would break up the law school, but not so. The services of Judge Henry Cooper, of the circuit court, were secured, and the school went on. In 1872-'73 there were 103 matriculates. Judge Cooper resigned in 1868 and removed to Nashville. The next year he was elected to the upper house of the Tennessee legislature, and was soon after sent to the United States Senate, beating Andrew Johnson by 4 votes.

DEATH OF ROBERT L. CARUTHERS.

Judge Robert L. Caruthers succeeded Judge Cooper as a professor in the Lebanon law faculty. He was himself succeeded in 1880 by Andrew B. Martin. He died in 1882. Reference has already been made to him as the staunch friend and liberal benefactor of Cumberland University. That he stood high as a jurist and as a public man is evidenced by the positions he filled. "He held many positions of trust, having been attorney-general in one of the judicial districts, member of the legislature of Tennessee, member of the Congress of the United States, member of the Confederate congress, Confederate governor-elect of the State of Tennessee, and for more than ten years one of the judges of the supreme court."

PRESENT FACULTY.

Andrew B. Martin and Nathan Green, jr., compose the present law faculty. Prof. Martin, who succeeded Robert L. Caruthers both as law professor and as president of the board of trustees, after graduating in the Lebanon law school, practiced his profession for many years. At one time he was a member of the legislature and served as chairman of the judiciary committee. Prof. Green has grown gray in the service of Cumberland University. He has been a professor of law for thirty-four years and chancellor for seventeen years.

Over 2,000 young men have attended the Lebanon law school, and between 1,400 and 1,500 have completed the course. The average attendance for the last five years has been about 60.

PROMINENT GRADUATES OF LEBANON LAW SCHOOL.

This sketch may be appropriately closed by mentioning "a few of the sons of the Lebanon law school who have filled and are filling high places: James D. Porter, lately governor of Tennessee and more recently assistant secretary of state; William B. Bate, at present a Senator from Tennessee in the United States Congress; James B. McCreary, recently governor of Kentucky and now in the United States Congress; Howell E. Jackson, lately United States Senator and now judge of the circuit court of the United States; H. H. Lurton and W. C. Caldwell,

judges of the supreme court of Tennessee; R. R. Gaines, judge of the supreme court of Texas; Stirling R. Cockrill, judge of supreme court of Arkansas; F. N. McClelland, judge of the supreme court of Alabama, and scores of judges of lower courts, State and Federal, and members of Congress."

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CHAPTER VI.

THE UNIVERSITY OF THE SOUTH.

By Prof. WILLIAM P. TRENT, M. A.

IDEALS OF THE FOUNDERS.

The germ of the University of the South is to be found in a plan formed by James Hervey Otey, first bishop of Tennessee, of establishing in his missionary field, which practically covered the present Southwestern States, "a large institution," under the control of the Episcopal Church, "in which religion should go hand in hand with every lesson of a secular character, and young men be prepared for the ministry."¹ While awaiting the realization of this ambitious plan, Bishop Otey founded at Columbia, Tenn., his home, a school for girls, which is still in existence and still known as "The Columbia Institute." He was assisted in this work by the Rev. Leonidas Polk, then rector of St. Peter's Church, Columbia. When Dr. Polk was consecrated missionary bishop of Arkansas, etc. (1838), and when, later, he became bishop of Louisiana (1841), he was in a position to do much toward the realization of Bishop Otey's idea of a great church university. Being a younger and, by reason of his military training, a more dashing man, Bishop Polk was the first to take a decisive step toward establishing this ideal university; and, being more of a partisan than Bishop Otey, he was impelled to extend the scope of the latter's scheme. Instead of a university of the Southwest, a university of the South, under the control of the church, seemed the fitting thing to a warrior bishop who was to lay down his life a few years later in defense of that South.

The decisive step taken by Bishop Polk was the issuing of a pamphlet, dated July 1, 1856, and addressed to the bishops of Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, and Texas. In this pamphlet, after dwelling upon the need of the South for institutions of learning which should compare favorably with those of the highest grade at the North, and after pointing out the obligation resting, as he conceived, upon Southern churchmen to provide for the education of their children under religious auspices, Bishop Polk suggested a combined movement among his Episcopal brethren to establish a university, under joint diocesan control, to be situated in

¹ Quoted from the sketch of Otey in Appleton's Cyclopædia of American Biography.

some central position, such as the extremity of the Alleghany range in Tennessee. He further suggested that the meeting of the General Convention to be held in Philadelphia during the ensuing autumn would be a fitting opportunity for the bishops to hold a personal conference on the subject.

Bishop Polk's pamphlet was well received by the bishops to whom it was addressed. It not only chimed in with their own ideas as to the desirability of establishing a university of high grade, which should also be a church institution,¹ but it was in harmony with the general movement toward Southern independence, which was manifesting itself in Southern commercial conventions as well as in the violent party strifes which soon precipitated the war of secession. The Southern bishops accordingly met in council during the session of the General Convention in October, 1856, and resolved to issue an address to the friends of the church in their respective dioceses. This address was signed by nine bishops on October 23, 1856, and was immediately published at Philadelphia in pamphlet form. Its keynote naturally coincided with that struck by Bishop Polk's letter; but certain definite steps toward organization were detailed, many of which were afterwards incorporated in the constitution of the university subsequently established in consequence of this episcopal appeal.

The address was received with enthusiasm. Offers of land and money came from communities anxious to secure the site of the proposed institution, and in accordance with a suggestion of the bishops each diocese elected one clerical and two lay trustees to serve in conjunction with the nine diocesans. The board thus constituted met at Lookout Mountain, Tennessee, on the 4th of July, 1857. After appropriate patriotic and religious ceremonies, in which several hundred visitors took part, the trustees proceeded to the work of organization.

ANTE BELLUM ORGANIZATION.

Twenty trustees from seven dioceses constituted the board which met at Lookout Mountain under the presidency of Bishop Otey. The main business transacted, besides the appointment of important committees on the subjects of site, charter, etc., was the adoption of a "declaration of principles" similar in most respects to the principles laid down by the bishops in their first address. The gist of this "declaration" was that the university (which as yet had no name, although the name it now bears had been already advocated) should be "under the sole and perpetual direction of the Protestant Episcopal Church, represented through a board of trustees" (to be elected as above described); that it should not be "put into operation until the sum of at least \$500,000" had been "actually secured;" and, finally, that its location should be "as central to all the contracting dioceses" as possible.

¹ Bishop Elliott, of Georgia, had been especially active in the cause of church education.

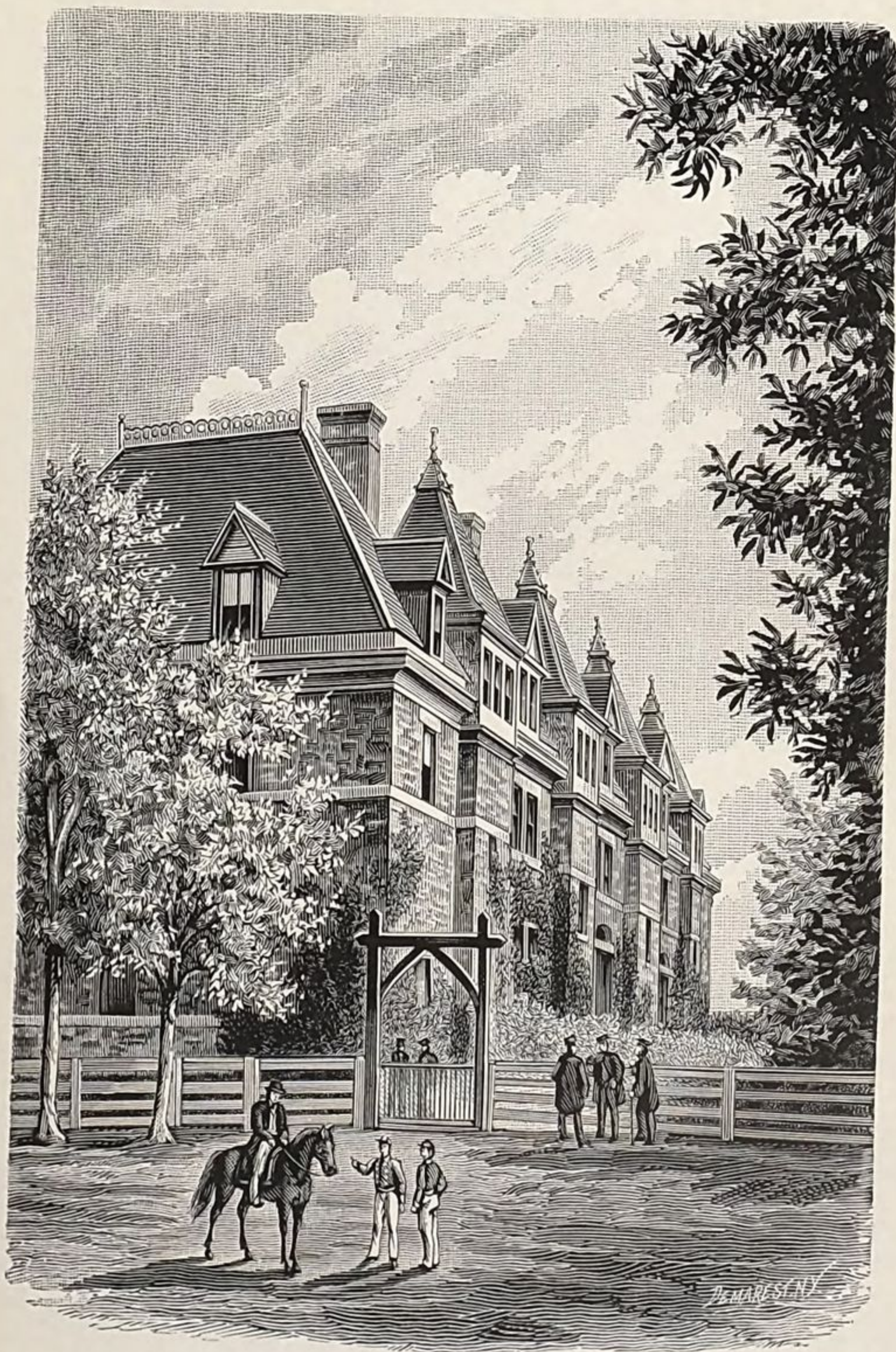
An adjourned meeting of the trustees was held at Montgomery, Ala., November 25, 1857. At this meeting a charter was drafted and adopted, the bishops of Louisiana and Georgia were appointed to secure subscriptions for the work, and the questions of name and site were discussed and practically settled. For the honor and advantages of securing the site of the university many places competed, to wit: Huntsville, Ala.; Atlanta, Ga.; McMinnville, Chattanooga, Cleveland, Tenn., and Sewanee, then a wilderness of forest and cliff. So much interest was excited over the question of location that a two-thirds' rule, was adopted, and seventeen ballots were taken before Sewanee received a sufficient number of votes. Less interest was manifested in the choice of a name for the university, but still the name it now bears was not chosen without some discussion and criticism.

The trustees met next at Beersheba Springs, Tenn., on July 4, 1858. The charter granted by the State of Tennessee, January 6, 1858, was accepted, and a committee was appointed to prepare a constitution. Another committee was charged with the task of selecting an agent, who should visit the great universities of Europe and America and make such reports as would assist the trustees "in rightly commencing and successfully conducting" their proposed university. At this meeting an attempt was made, chiefly by the Alabama trustees, to defeat the choice of Sewanee as the site of the university; but matters had gone too far and the attempt miscarried. It was, possibly, to reassure the public mind that the trustees shortly after issued a pamphlet to the Southern dioceses justifying their choice of what most people seemed to regard as a rugged mountain peak. They admitted that if they could have pitched upon a large city of undoubted healthfulness, they would have preferred it to the virgin plateau of the Cumberland, but they assured their critics that Sewanee could be reached by railroad, and that there was no necessity for students and visitors to be practiced Alpine climbers. They also informed the public that students would "have about as much to dread from milk sickness"—that mysterious disease—"as from the Indians who once roamed over these hills and swarmed in these valleys."

On August 10, 1859, the trustees again met at Beersheba. The general commissioners, Bishops Polk and Elliott, made a most encouraging report. They had some months previously (February 24) published an address in which they set forth the advantages to be expected from the establishment of the university, and gave assurance that the money they might raise would not be squandered upon the realization of a temporary or insignificant scheme. In response to this appeal they received by August \$363,580 "in cash, bonds, and notes, payable in available periods," together with \$115,000 in pledges uncovered as yet by notes. Most of this amount had come from one diocese, Louisiana, and the commissioners felt assured that the three millions they had set their hearts on would be obtained without great difficulty. The



UNIVERSITY AVENUE, UNIVERSITY OF THE SOUTH, SEWANEE.



SAINT LUKE'S THEOLOGICAL HALL, UNIVERSITY OF THE SOUTH,
SEWANEE.

treasurer reported, furthermore, that he had in hand a bond of Col. Isaac Crown, of Alabama, for \$25,000, given for the endowment of a professorship of agriculture. The committee on survey and selection likewise made a report declaring that they had surveyed certain tracts of land already deeded to the university, amounting to 9,525 acres. It was with feelings of general satisfaction, therefore, that the trustees adjourned to meet at New Orleans in February of the following year.

The principal business of this meeting was to discuss the proposed constitution and statutes of the university. The committee having these in charge had made a thorough examination of the working systems of the great American and European universities, and their report met with general commendation. The final adoption of the constitution and statutes was, however, reserved for the next meeting of the trustees, which was held at Sewanee on October 9 of the same year (1860). At this meeting, after certain amendments, the constitution and statutes were adopted in the shape in which they practically stand to-day.

There is little in these documents that calls for special notice here. The senior bishop by consecration was to be chancellor of the university; but the real executive head was the vice-chancellor, who was to be assisted in his work by the hebdomadal board, which was to consist of twelve professors and no more. The elective system of the University of Virginia was practically adopted, and great power and freedom were reposed in the heads of schools. Professors' salaries were to range from \$3,000 to \$5,000, and each professor was to be furnished with a house. This liberality was paralleled by the magnificent scope given to the academic and professional departments of the university. Thirty-two separate schools were to be established as speedily as possible, to wit: (1) Greek, (2) Latin, (3) mathematics, (4) physics, (5) metaphysics, (6) history and archæology, (7) natural science, "with cabinets and gardens of plants attached," (8) geology, mineralogy, and paleontology, (9) civil engineering, (10) theoretical and experimental chemistry, (11) chemistry "applied to agriculture and the arts," (12) theory and practice of agriculture, "with farm attached," (13) moral science and evidences of Christian religion, (14) English, (15) French, (16) German, (17) Spanish, (18) Italian, (19) "school of oriental language and literature," (20) "school of the philosophy of language," (21) "school of the philosophy of education," (22) "school of rhetoric, criticism, elocution, and composition," (23) "school of American history and antiquities," (24) "school of ethnology and universal geography," (25) "school of astronomy (with observatory) and physical geography," (26) "school of political science, political economy, statistics, law of nations, spirit of laws, general principles of government, and Constitution of the United States," (27) "school of commerce and trade, including the history and laws of banking, exchange, insurance, brokerage, and bookkeeping," (28) theology, (29) law, (30) medicine, (31) mines and mining, (32) fine arts, including sacred music.

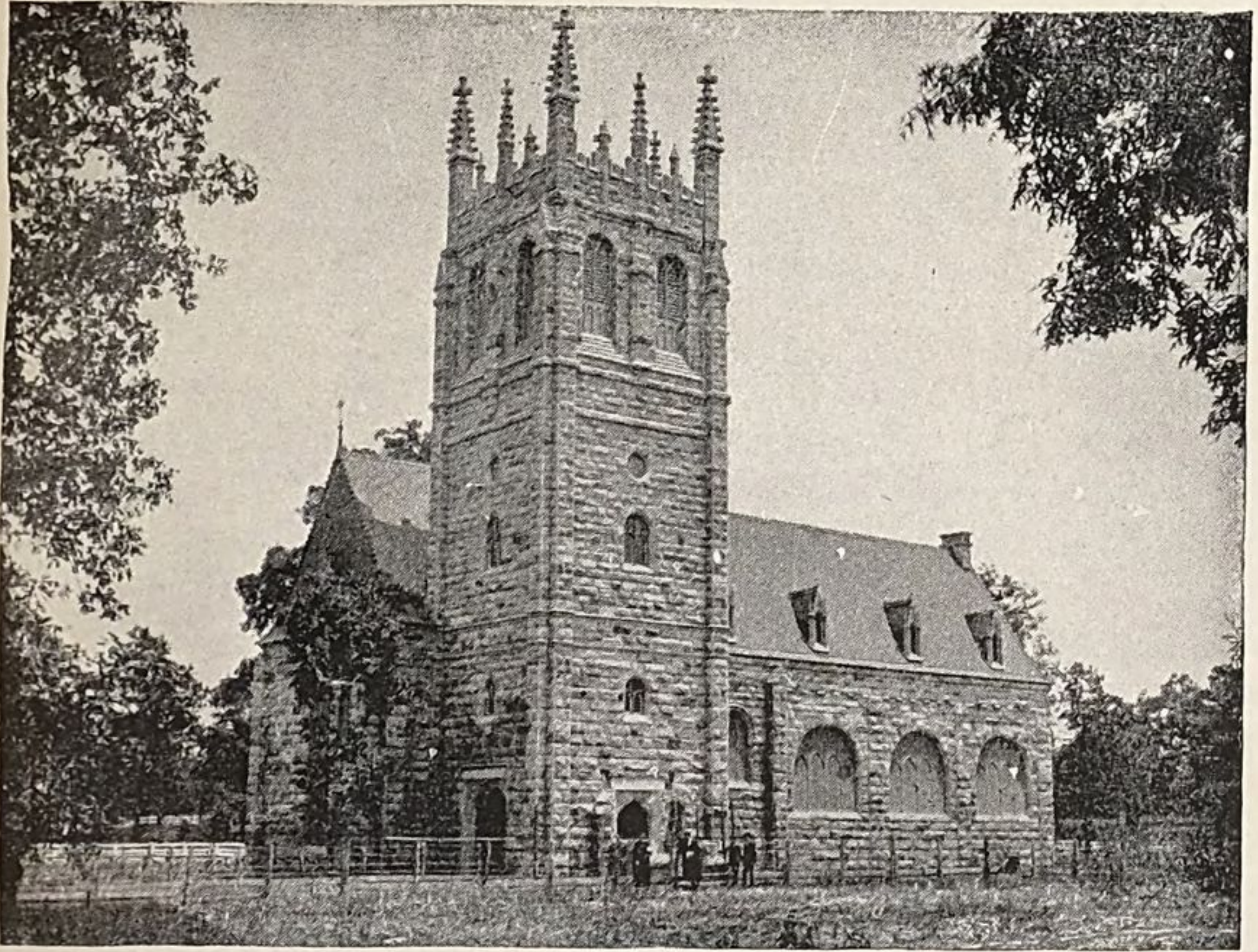
It is no wonder that the men who could plan such an institution felt swept away by enthusiasm when, on October 10, 1860, "8 bishops, 200 presbyters, and 5,000 people assembled on top of the Cumberland Mountains" to witness the laying of the corner stone of the University of the South. What wonder that when Col. John S. Preston, of South Carolina, the orator of the day, turned to Bishop Polk and exclaimed: "When it pleaseth God, your Master, to stay your radiant and strong right arm from His battlefields on earth and call you to share His everlasting triumph, the heavens and your grateful country will read on your gravestone, 'The founder of the University of the South,'" his auditors were convulsed with tears; what wonder that they saw nothing exaggerated or rhetorical about the compliment; that they forgot that there was little likelihood that in the approaching strife of the sections they would be allowed to build in peace upon the corner stone Bishop Polk had laid. And yet some thoughtful men of that assembly must have felt as it dispersed that the year 1860 was a bad one for the inception of a peaceful enterprise. It is doubtful, however, whether anyone dreamed that in less than three years hostile squadrons would be marching over the very spot where robed prelates and vested choristers had assisted in consecrating a stone which was destined to be hacked to pieces by wanton or thoughtless foes.

POST-BELLUM ORGANIZATION.

Only one meeting of the trustees took place during the war, and that was at Columbia, S. C., on October 14, 1861. Although the great struggle was in full career, and although one of the two commissioners of endowment, Bishop Polk, was serving in the Confederate army, and the other, Bishop Elliott, was about to resign his position because he found it impossible to make collections, the board did not waver for an instant in its high purposes, but went on calmly adopting rules of order for its own government and devising plans for laying off the university domain. But as the conflict deepened rules of order and plans had to be laid aside, and youths who had looked forward to becoming the first matriculants of the University of the South were ere long sleeping on some glorious or disastrous battlefield. But although the rude beginnings of the university at Sewanee were destroyed by the enemy, although the founder and many of the original projectors of the enterprise were swept away, still the idea of the University of the South was not for a moment lost sight of.

In March, 1866, the Rt. Rev. Charles Todd Quintard, bishop of Tennessee, went to the then deserted Sewanee and "planted a cross upon the site of the chapel of the mission."¹ In May of the same year a building was put up for a "Training and Theological School." This building, a rude affair, was called Otey Hall and the funds used to erect it were the proceeds of collections made by Bishop Quintard. A few months

¹ Where the oratory of St. Luke's Theological Hall now stands.



CONVOCATION HOUSE, UNIVERSITY OF THE SOUTH, SEWANEE.



"ABOVE THE CLOUDS," UNIVERSITY OF THE SOUTH, SEWANEE.

later Bishop Quintard and a zealous lay trustee, Mr. George R. Fairbanks, of Florida, erected residences and brought their families to Sewanee. In October the chancellor, Bishop Elliott¹ called a meeting of the trustees at Sewanee (or University Place, as it was then called) and there it was determined unanimously that the work of establishing the university should be carried on.

In February, 1867, Bishop Green, of Mississippi, then chancellor through the death of Bishop Elliott, called a meeting of the board at Montgomery, Ala., and it was resolved to begin the good work by developing the small school already planned into a "high school of the best description." Bishop Quintard and Maj. Fairbanks were appointed commissioners and succeeded in raising a small amount of money which was judiciously expended on the necessary buildings. At this meeting Bishop Quintard was elected vice-chancellor of the university.

In August, 1867, the trustees met at University Place and resolved to make an appeal to the generosity of English churchmen, through the instrumentality of the approaching Lambeth conference. Bishop Quintard, who attended the conference, was indefatigable in his labors and succeeded in arousing great interest in his mission. The two archbishops and many bishops and clergymen gave aid both by their prayers and contributions, and a sufficient fund was raised to enable the trustees formally to open a "junior department of the university," *i. e.*, a grammar school, on September 18, 1868. Among the promoters of the university in England was the Rev. F.W. Tremlett, rector of St. Peter's Church, Belsize Park, London. In consideration of his services he was given the first honorary degree (D. C. L.) conferred by the university, and one of the first buildings received his name.

Meanwhile unimportant meetings of the board had been held and an unsuccessful attempt made to secure the services of the eminent scientist, Commodore M. F. Maury, as vice-chancellor.² This failing, Bishop Quintard was induced to retain the office. A head master for the new grammar school was secured in the person of Gen. Josiah Gorgas, late head of the ordnance department of the Confederacy. Gen. Gorgas was nominally head of the junior department, but it is easy to see from the vague way in which the duties of his situation are described in the records that he was practically put in charge of a preparatory school, which opened with 9 students and 4 teachers or "professors." By the summer of 1869 these 9 students had increased to 90, and the trustees determined to organize a distinct grammar school as soon as possible. Buildings, however, were a necessity, for the newly built and by no means large chapel had to be used as a study and recitation hall. Nor were there sufficient boarding halls to accommodate the incoming students. But how could the trustees meet all the demands upon them

¹ Bishops Otey and Polk were both dead.

² It is said that efforts were made to secure the services of Gen. Robert E. Lee, but no official action seems to have been taken.

when the report of the finance committee showed that during the previous year (August, 1868, to August, 1869) not quite \$15,000 had been collected. They might, however, have profited by the reflection that over two-thirds of this amount had been raised by one enthusiastic man, Bishop Quintard, and they had little reason to waste their time in heartily approving "of the offer of a gentleman of Louisiana to establish a prize medal for gentlemanly deportment."

It can be seen from the report which the vice-chancellor addressed to the trustees at their meeting in July, 1870, that the university had already developed many of the features that characterize it to-day. The winter vacation had been adopted, giving a practically continuous session from March to December, although the scholastic year was divided into two terms, Trinity and Lent, beginning in August and March, respectively. The system of distributing students by tens and scores in private boarding halls was also coming into vogue. The military drill (abolished in 1891) was also a feature of early Sewanee life, and the easy, dignified manners of the students, with which visitors are now so much impressed, formed a special topic of hopeful prognostication in Bishop Quintard's report, referred to above. The faculty then, as now, was overworked, but enthusiastic and confident of ultimate success. It consisted, besides the vice-chancellor, of Gen. Josiah Gorgas, professor of civil engineering; Rev. F. A. Shoup,¹ professor of mathematics; Robert Dabney, M. A., professor of metaphysics; Rev. F. A. Juny, S. T. D., professor of modern languages; John B. Elliott, M. D., professor of chemistry, and Caskie Harrison, professor of ancient languages. Of these gentlemen Prof. Shoup is the only one still connected with the university and his services have not been continuous.

In 1871 the vice-chancellor was able to report that the number of students in grammar school and university together amounted to nearly 200. The school was now more completely separated from the university proper, and a new chair, that of moral science, was instituted in the latter. To this the Rev. William P. DuBose, M. A., was elected, and the duties of chaplain were likewise intrusted to him. The use of the scholastic cap and gown by officers and students was determined upon by the trustees at this session; and, as there were 114 students to wear them and as the grammar school, with 125 pupils, seemed to assure a plentiful supply of students for the future, it looked as if the dark days of the university were beginning to pass away. But such was not the case.

The year 1872-'73, it is true, saw a loss of only three students. The loss of two professors, Dr. Juny and Mr. C. L. C. Minor, but recently elected to the chair of Latin, was somewhat compensated by the election of a resident vice-chancellor in the person of Gen. Gorgas, Bishop Quintard's episcopal duties leaving him no time for extra work. The next

¹A graduate of West Point and an ex-Confederate brigadier. Gen. Shoup served the university as chaplain for a few years.

year saw a fair increase of students and the first degrees, not honorary, that the university had conferred. Only four of these degrees were given, the faculty and trustees having determined to hold up the high standard in this matter for which the University of Virginia had long been celebrated. This policy has since been rigorously pursued, and wherever the university is known the value of its degrees is recognized. The lack of interest among ex-students which invariably attends institutions which do not graduate fairly numerous classes has been compensated in the case of Sewanee by the intense love which the unique character of the place inspires in all who come within reach of its influence. It may be remarked that in 1873 a system of degrees was established by the board which, with a few changes, has lasted till the present day, and it is interesting to observe that the recent modifications in the master's degree of the University of Virginia are strikingly in unison with the views held with regard to that degree by the Sewanee trustees of eighteen years before.

During the next few years there are no great changes to be noted, but the number of students was obviously falling off. Two new professors, Col. F. Schaller and Gen. E. Kirby Smith, the latter being one of the best known and most highly esteemed of the Confederate commanders, were appointed to the chairs of modern languages and mathematics vacated by Dr. Juny and Gen. Shoup. The theological department received a more definite constitution through the election of Rev. George T. Wilmer to the chair of systematic divinity and through the generous gift of Mrs. Charlotte Morris Manigault, of South Carolina, of \$25,000 for the erection of a theological hall. Another permanent building which was going up was a library, the gift of Rev. Telfair Hodgson, but as yet the books to put in it were few and far between. But Bishop Quintard was still laboring indefatigably, and he had just (1876) preached in England 155 sermons and made numerous addresses, all on behalf of the university. As a result of his labors he was enabled to report to the trustees that he had collected, including the donation of Mrs. Manigault, nearly \$40,000.

But in 1878, despite these gifts, the university was in serious embarrassments. The professors depended for their salaries on fees from students, and there was a still greater falling off in numbers, and many who were enrolled did not pay for their tuition. Retrenchment was absolutely necessary, and so the professors of the theological department were thrown for their support upon the contributions of the various dioceses, a sorry maintenance, and the incumbent of one chair (modern languages) was not reelected at the end of his five years' term. The vice-chancellorship, too, made vacant by the acceptance by Gen. Gorgas of the presidency of the University of Alabama, was left in abeyance, and the able professor of chemistry, Dr. John B. Elliott, was made chairman of the faculty. An endeavor was made at this juncture to induce Kentucky to unite with her sister dioceses in the

control and support of the university; but the effort was not successful until seven years later.

An interesting memorial of this time that tried men's souls in Sewanee is a privately printed "Report of the hebdomadal board to the board of trustees, August, 1879." The document is rather an address full of the love and faith that had characterized the faculty in the past, but full also of misgivings as to the future. The history of their struggles is plainly written in the following abridged list of "obstacles" to the university's success:

(1) Want of endowment, involving want of adequate instruction in several branches, chiefly scientific; want of apparatus, laboratories, collections, and of a library.

(2) A very high tuition fee.

(3) Inability of trustees to meet more than once a year, or for more than a week then.

(4) Absence of a permanent executive body resident at Sewanee throughout the year.

(5) Isolated location of the university.

(6) Impression that Sewanee is only a diocesan school belonging to the diocese of Tennessee.

(7) Undeserved reputation for ritualism.

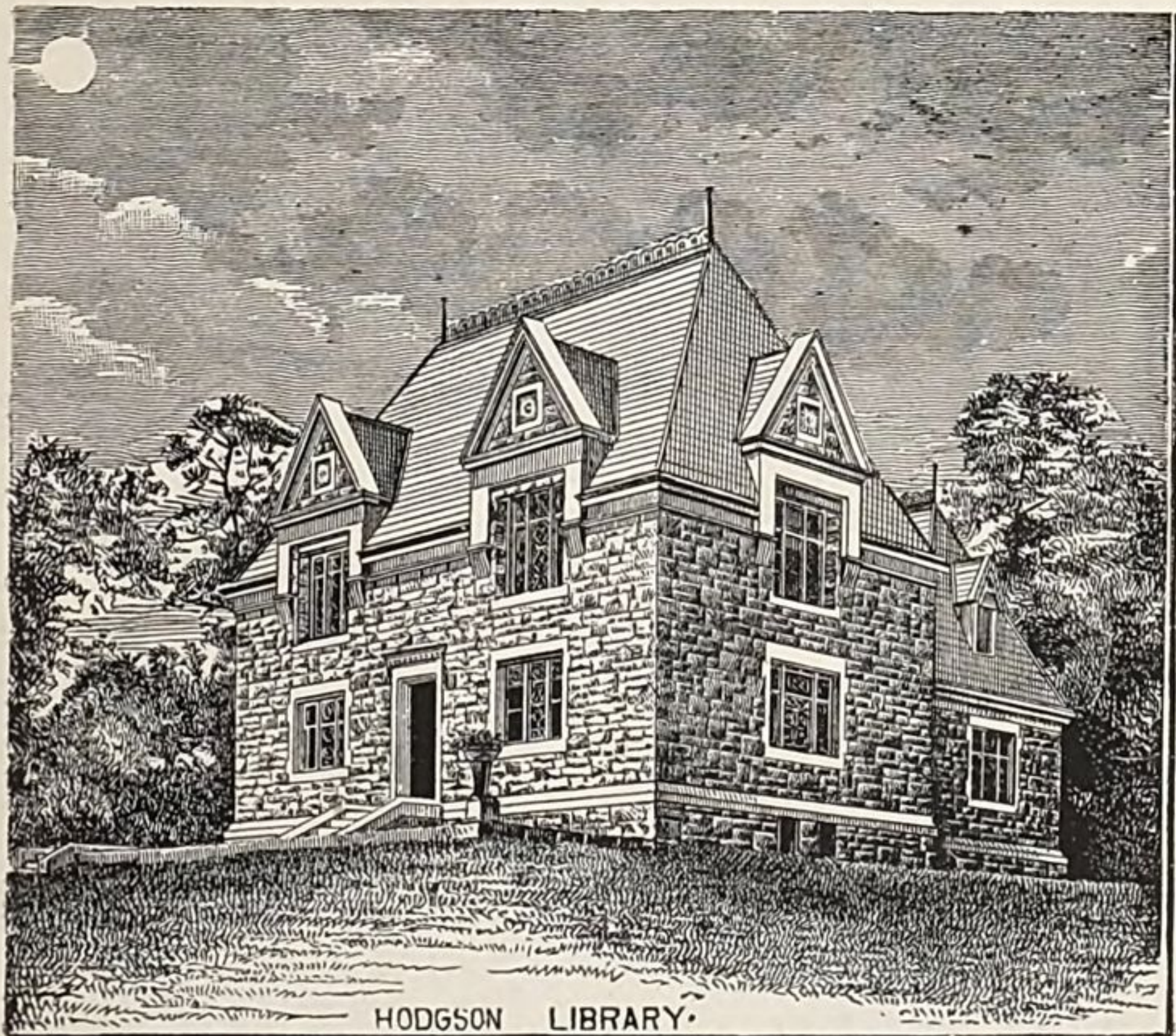
(8) Rival theological seminaries in Southern dioceses.

(9) Intimate association of grammar school and university, leading to the impression that the whole is only a sort of high school.

(10) Want of series of publications to keep the university before the public.

Reading this list of obstacles as a member of the hebdomadal board in 1891, I can not but reflect upon its applicability to the university's present condition, yet I can not at the same time shut my eyes to the fact that in twelve years Sewanee has made vast strides in development, and that no obstacles can long hold out against the faith and zeal that her faculty, and students, and alumni, and trustees have ever shown. And I can say this with some grace from the fact that when I came to Sewanee the crisis had passed, and that my own labors have been for the most part with the tide, not against it.

The changes wrought in these twelve years and the reasons for them can only be touched upon briefly, for this chapter must be brought to a close. In 1879 Rev. Telfair Hodgson became vice-chancellor, after having held the office of dean of the theological department for one year. Dr. Hodgson asked for no salary and made his private means support the falling credit of the university in financial circles. He threw himself into his work with great energy, and the results of his generosity and devotion to Sewanee were soon apparent. The number of students increased. Permanent buildings began to be erected both by the university and by private individuals, and business methods were introduced for a time in offices where they had long been wanted. Officers began to understand that, even though a man be perfectly honest, it is still well for him to keep his books straight. Some people cried out that red tape was making its appearance at Sewanee, that



LIBRARY, UNIVERSITY OF THE SOUTH, SEWANEE.

the free and easy life of the place was departing; but the far-sighted realized that Sewanee had passed one critical stage of her existence, and that her future was beginning to be assured. When a full history of the University of the South is written, the chapter devoted to Dr. Hodgson's eleven years of authority will be one of primary interest and importance.

Meanwhile some changes had taken place in the faculty. In 1877 Mr. John McCrady, formerly of Harvard, a friend and pupil of Agassiz, took the chair of biology, and did active and far-reaching work in the university until his death, in 1882. In 1879 Rev. A. Jaeger became professor of Old Testament language and interpretation, and the theological faculty was thus increased to four members. In 1880 a commandant for the cadet corps was obtained from the United States Government, and the detail was continued until 1891. For some years this military system was an efficient factor in the university's development, but the institution soon outgrew it. In 1882 three young men were elected to full professorships, and their work must be counted as perhaps the greatest factor in the university's subsequent progress. These were Rev. Thomas F. Gailor, M. A., S. T. B.; B. L. Wiggins, M. A., and F. M. Page. Mr. Gailor was soon made chaplain,¹ and immediately gained a wonderful and unique hold upon the student body; he also served as professor of ecclesiastical history and acting professor of English. In 1890 he succeeded Dr. Hodgson as vice-chancellor. In 1891 he received the degree of S. T. D. from Columbia College, New York, and refused the bishopric of Georgia, that he might give himself to the work at Sewanee. He stands to-day the foremost figure in the Southern church, and the sacrifices he has made for Sewanee will bear fruit, not only in the love and admiration of his students, but also in the continued prosperity of the institution he loves so well.

Prof. Wiggins, when he took the chair of ancient languages just vacated by Prof. Caskie Harrison,² was perhaps the youngest professor in the United States. His chair had long been the most important in the university; a natural result of church control and of the avowed following of English traditions. Under Prof. Wiggins the chair has lost none of its prestige, although the growth of the university has brought other chairs into prominence. It is safe to say that there are few better teachers of the classics anywhere than Prof. Wiggins, and it is equally safe to say that no institution in the South turns out more well-equipped classical scholars than Sewanee. To some persons this may not seem high praise; but those quiet but thoughtful men, who believe in the study of the classics when it can be prosecuted without

¹ Succeeding Dr. Du Bose, whose services were required in connection with the two important chairs, New Testament exegesis and moral science, in which he has done abiding work.

² Among the early professors none deserves more credit than Mr. Harrison for his maintenance of a high and scholarly standard of work.

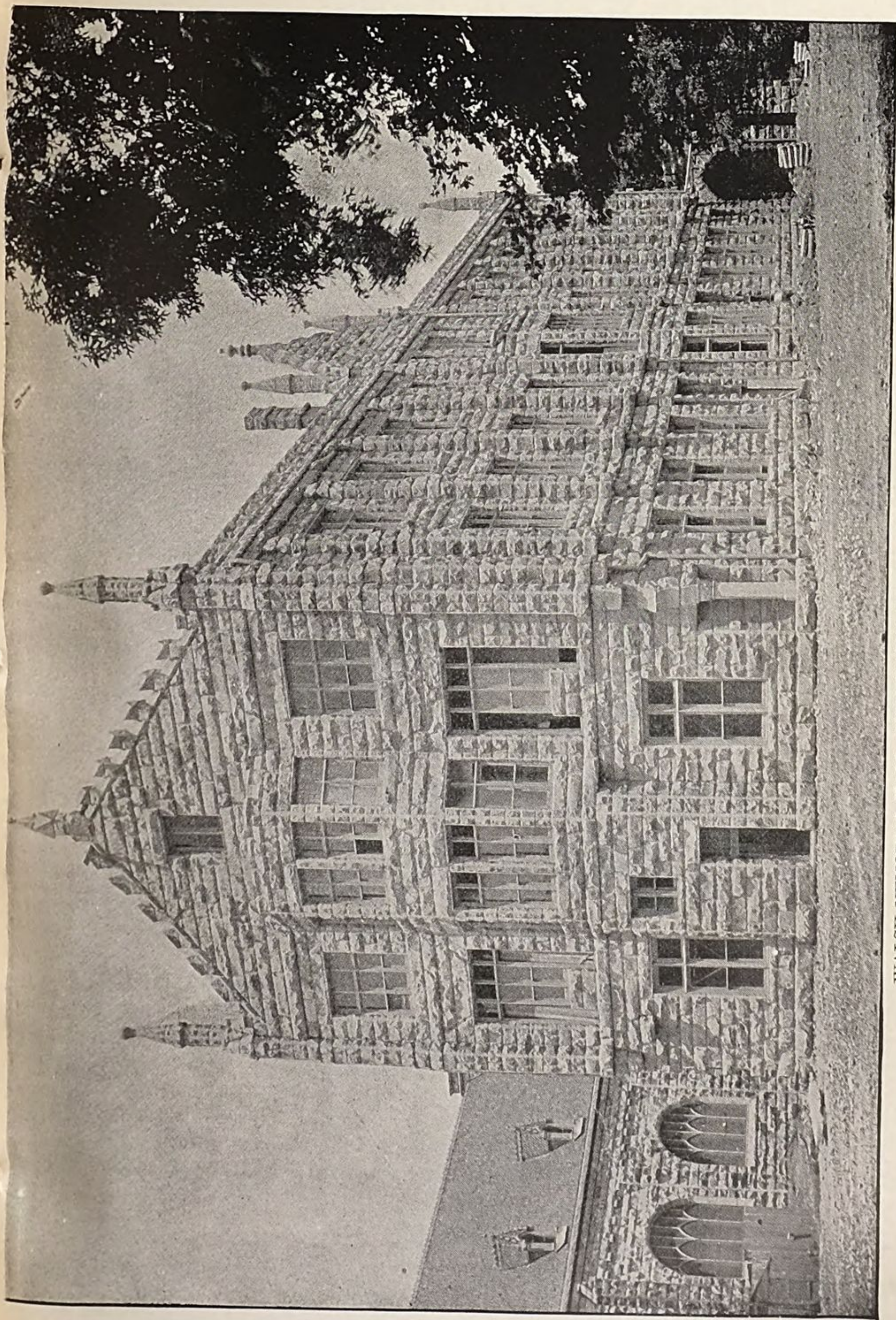
excluding other studies of importance, will rejoice at the stand Sewanee has taken and means to keep on this vexed question. Prof. Page has just severed his connection with Sewanee after ten years of faithful labor in the chair of modern languages. Throughout his career he maintained the dignity of his chair in the face of serious difficulties growing out of the fact that the South is only beginning to wake up to the necessity for a wider range of studies than that with which our fathers were satisfied. Benjamin W. Wells, PH. D., a well-known scholar in his special department and one of the most profound students of ecclesiastical history in America, has just succeeded Prof. Page.

In 1883 Rev. F. A. Shoup, D. D., returned to Sewanee after an absence of eight years, and was elected to the chair of metaphysics. Prof. Shoup is a sound scholar as well as one of the most versatile of men. His chair is justly regarded as one of the most important in the university, and his colleagues trust that he will never again leave them. In 1885 Dr. John B. Elliott, professor of chemistry, resigned to accept a chair in Tulane University. Prof. Elliott's action, although recognized as necessary, was greatly deplored. No man, save Dr. Gailor, has left so strong an impress upon Sewanee, and after six years one still hears the *laudator temporis acti* lamenting Dr. Elliott's departure. There are also periodic rumors that he is coming back to fill his old chairs—rumors that remind us of the stories told by the peasants of Germany about Kaiser Barbarossa. Dr. Elliott was succeeded for a short while by Dr. J. W. S. Arnold, and in 1887 by Dr. Cameron Piggot, the present efficient incumbent of the chair of chemistry. Few men could have succeeded as Prof. Piggot has with so poorly equipped a laboratory at his disposal. Other changes in the faculty that may be noticed are the appointment of Mr. Greenough White, as professor of English, in 1887, after two years' connection with the university as a tutor; of Dr. A. A. Benton, in 1888, as professor of dogmatic theology; of Rev. M. M. Benton, in 1891, as professor of physics. In 1888 the present writer succeeded Mr. White as professor of English and history.¹

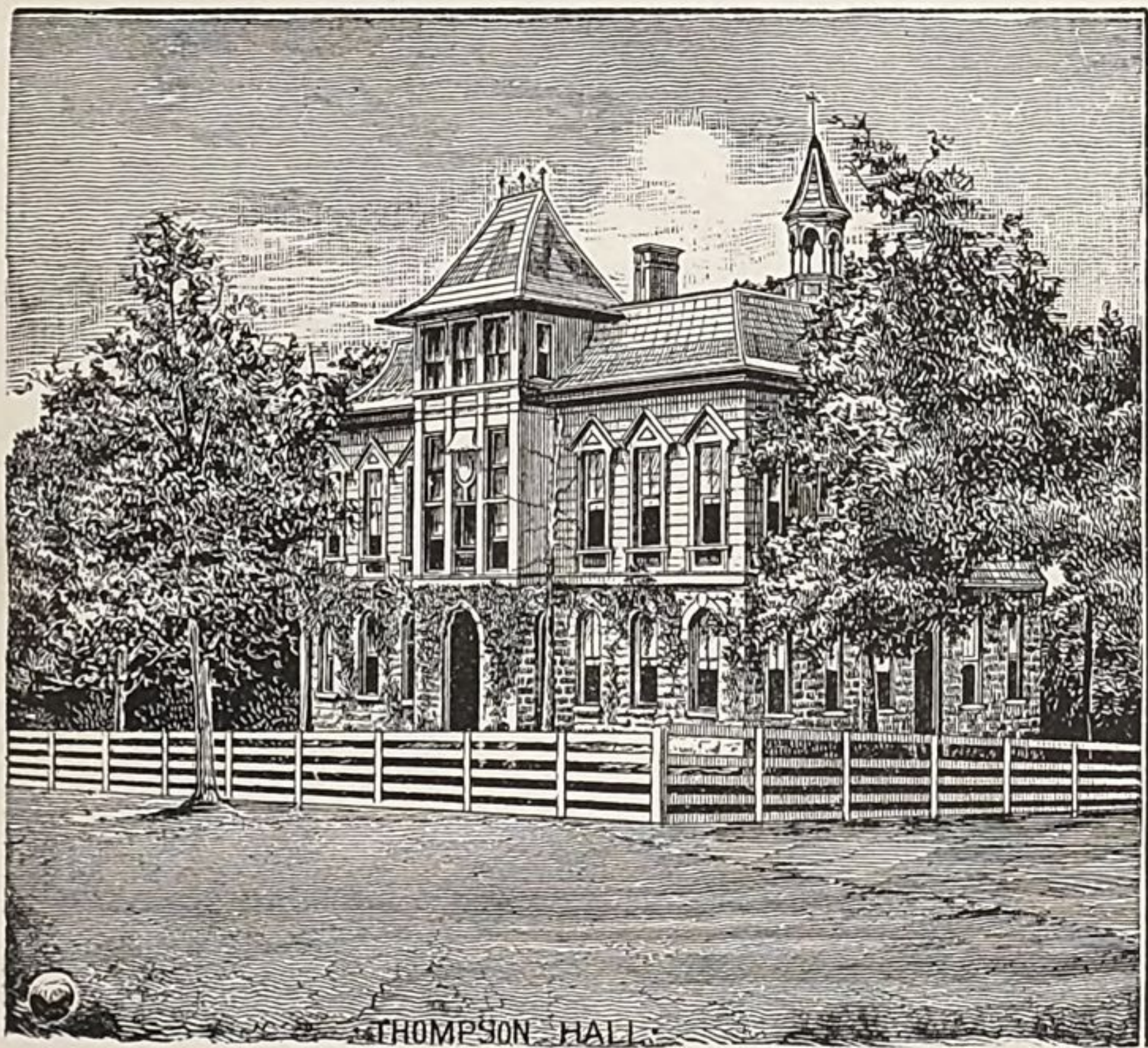
CONCLUSION.

The University of the South stands to-day in a better financial position than it has ever done. Five permanent buildings have been erected, two of which—Convocation Hall and the Walsh Memorial Building (intended for lecture halls)—will compare favorably with the permanent buildings of almost any university in the country. Efforts are being steadily made to secure endowments for the chairs. There are eleven full professors, who are working with the earnestness that has always characterized those upon whom Sewanee has laid her spell. The number of students is growing, and the zeal of the alumni increases in an even ratio with their ability to help their *alma mater*. In the church,

¹In 1887, on the death of Bishop Green, the bishop of Texas, Rt. Rev. Alexander Gregg, D. D., became chancellor of the university.



WALSH MEMORIAL HALL, UNIVERSITY OF THE SOUTH, SEWANEE.



MEDICAL BUILDING—THOMPSON HALL, UNIVERSITY OF THE
SOUTH, SEWANEE.

at the bar, in all the walks of life, these alumni are marked men throughout the South, and not a few have spread the reputation of Sewanee in other sections and even in other lands. Ten years ago the body of alumni were poor struggling men. Now they are rapidly amassing wealth, and they will not forget Sewanee. The board of trustees, too, which has never lacked zeal for the institution in its charge, is widening its views with regard to the university and is working in great harmony with the faculty. A spirit of change, of progress, is in the air. The abolition of the military system of discipline, the contemplated removal or abolition of the grammar school, the efforts that are being made to establish a law school, the increase of private research and of published work by individual professors,¹ are all signs of Sewanee's growth and of the permanence of the work that is being done. Dr. Charles Dudley Warner is not the first stranger who has been impressed with the thorough-going nature and elevated and unique character of that work, and he is not the first friend who has uttered the inspiring prayer: "God bless the University of the South."²

[Since the above was written both a medical and a law department have been added, as well as an advanced course in finance and economy. The appearance of *The Sewanee Review* has given the professors an organ and the South a critical journal of high aims. The death of Gen. Kirby Smith and the elevation of Dr. Gailor to the episcopate should also be noted.

W. P. TRENT.]

BIBLIOGRAPHICAL NOTE.

The above chapter has been prepared from bound volumes of the proceedings of the trustees, the university calendars, and other important papers in the possession of Bishop Quintard. In 1888 Dr. Hodgson edited, or rather reprinted, "The Documents and Proceedings of the Board of Trustees of the University of the South prior to 1860." These reprints are accessible as "University of the South Papers," Series A, No. 1. Other bound volumes of "papers" which are accessible are Proceedings of the Board of Trustees, 1880-'85; Calendars, 1879-'86; and University Papers, a miscellaneous collection. As indicated above, it is the intention of the Sewanee Historical Society to prepare in the near future a history of Sewanee during the first twenty-five years of its existence.

¹ The establishment of "The Sewanee Historical Society," for the study of Southern history and for the preparation of a careful history of Sewanee itself.

² See his address delivered before the literary societies at Sewanee in August, 1889.

CHAPTER VII.

SOUTHWESTERN PRESBYTERIAN UNIVERSITY.

THE MASONIC UNIVERSITY OF TENNESSEE AND STEWART COLLEGE.

The Masonic University of Tennessee was founded in 1850 by the Masons of the State, but it was soon transferred to the Masons of Montgomery County. Its presidents were W. F. Hopkins, T. M. Newell, W. A. Forbes, and William M. Stewart, successively, until the year 1855, when it came into the possession of the Presbyterian Synod of Nashville. The name was then changed to Stewart College in honor of Prof. William M. Stewart, who was president of the school at the time of its purchase from the Masons, and who continued as such under the new management. Southwestern Presbyterian University owes much to Prof. Stewart. A scientist of no mean ability, he has left his imprint on the institution with which he was connected. His cabinet, consisting of 30,000 mineralogical and geological specimens, he presented to the college, as also his large scientific library, containing many rare volumes. In 1858 the Rev. R. B. McMullen, D. D., succeeded to the presidency of the college. Prof. Stewart, however, continuing in his capacity of professor of the natural sciences. Stewart College suffered severely during the war. Its library, cabinets, and apparatus were swept away and for several years its doors were closed. But the college soon revived from the misfortunes of war. During the years 1868 to 1870 the buildings were repaired and refurnished. The endowment, consisting hitherto chiefly of lands and buildings, was gradually increased until it exceeded \$100,000. A large part of this was given by the city of Clarksville. In 1870 Rev. J. B. Shearer, D. D., was elected president by the trustees. The faculty at this time was as follows: J. B. Shearer, D. D., metaphysics, logic, political economy, etc.; William M. Stewart, A. M., geology and mineralogy; James Dinwiddie, A. M., mathematics, etc.; D. M. Quarles, Latin, etc.; W. W. Legare, A. B., Greek, natural philosophy, and astronomy, and S. J. Coffman, modern languages. The disasters of the war had been repaired and the reopening of the school had been attended with unexpected success. It was about this time that the movement began which was to result in the merging of Stewart College in an institution of broader scope and wider influence, namely, the

SOUTHWESTERN PRESBYTERIAN UNIVERSITY.

Stewart College was a school belonging to only a small portion of the Southern Presbyterian Church—the Synod of Nashville. The establishment of one great university for the South had long been a cherished project with many. This plan took definite form at the meeting of the general assembly of the Southern Presbyterian Church in Louisville in 1870, when the Rev. Dr. John A. Lyon proposed that a convention of educators should meet at the time of the next general assembly at Huntsville in 1871. The resolution was passed and the convention met. But the hopes of those who desired a school for the whole South were disappointed, for it was decided that the proposition was not a practicable one. Still, if the hearty coöperation of only a part of the church could be secured it was possible to establish a school of considerable size. This was the line of action finally determined upon. At a meeting in May, 1873, of commissioners from the synods of Alabama, Mississippi, Arkansas, Nashville, and Memphis the following plan of union was drawn up:

Resolved, 1. That the proposed union of synods for the furtherance of our education interests is in every way desirable, and that it is practicable to unite in the founding, endowment, support, and government of an institution common to them all.

Resolved, 2. The object and scope of the institution shall be not only to train our youth to enter upon one of the learned professions, but also to fit them for the ordinary vocations of life. To this end it shall be a university in two senses: First, it shall offer the largest facilities for thorough culture and for a high standard of graduation; and second, the organization shall be made on the plan of separate and coördinate schools and elective courses. In connection with every course there shall be a faithful and comprehensive Biblical training, so as to make an intelligent Scriptural faith a controlling principle in the institution.

Resolved, 3. In realizing the proposed object and scope of the institution, the order of development shall be: First, the various liberal studies usually embraced in a college curriculum, and then the scientific and polytechnic schools necessary.

Resolved, 4. The sole government of the institution shall be in the hands of the directory, consisting of two members of each synod, one elected each year after the first, of whom one-half shall constitute a quorum. With a view to securing the necessary confidential relations between the directory and the faculty, the presiding officer of the institution shall be *ex officio* the presiding officer of the board of directors.

Resolved, 5. The directory shall, with other duties, have power to elect all members of the faculty or remove for cause, and shall have in charge the raising, preservation, and administration of all moneys, either directly or by such executive agency as may seem to them the best, and shall be incorporated in the State in which the school may be located.

Resolved, 6. The board shall proceed at once to secure subscriptions to the amount of \$500,000, payable one-fifth down when subscribed and the remainder in four annual installments, and shall locate, organize, and develop the institution as soon as, in their judgment, it can be done with safety, and to such extent as the means in hand will justify without incurring debt.

This plan was referred for approval to the five synods sending commissioners and to the Synod of Texas.

The adoption was singularly unanimous in all the synods, a fact of no small

moment when we consider the distracting views which had for years divided our best men on the relations of the church and the school, and in view of the avowed purpose to make a school more distinctly Christian than heretofore. All parties are satisfied and all views harmonized by this plan and outline and distracting questions are at rest.

This plan of union, then, was the basis upon which rested all subsequent efforts to establish the university. Each synod appointed two directors and to this board of directors was entrusted the whole undertaking. Dr. J. B. Shearer, president of Stewart College, was a director and one of the most enthusiastic and active promoters of the enterprise. He was temporarily relieved of his duties as head of Stewart College, in order that he might devote his energies to securing an endowment for the proposed university. At a meeting of the board of directors in Memphis, May 14, 1874, Clarksville was selected as the site of the new school and "Stewart College with its funds and appurtenances as the nucleus of future operations." Under the then existing method of granting charters by special act of the legislature it was difficult to secure such a charter as the board desired. But in 1875 a general corporation law was passed by the general assembly of Tennessee, a charter was obtained with the twelve directors, two from each synod, as incorporators, and the Southwestern Presbyterian University became a legal entity. An evidence of the high hopes and large plans cherished is found in the attempt of the board to raise \$500,000. And this was to be only a nucleus. But for the present such hopes were chimerical; only \$100,000 were realized. In the meantime Stewart College continued to perform the functions of the larger institution by which it was to be absorbed. It was not until 1879 that the organization and establishment of the Southwestern Presbyterian University was definitively completed. In June of that year "the board of directors abolished the curriculum and reorganized the school on the plan of coördinate schools and elective courses." Rev. Dr. B. M. Palmer, pastor of the First Presbyterian Church of New Orleans, was the first chancellor elected by the board of directors. Not being permitted by the Presbytery to sever his connection with his church, he was obliged to refuse the office. High hopes of the future of the university had been entertained because of Dr. Palmer's extended influence and great popularity. After his declination of the chancellorship the position was offered to Rev. John N. Waddell, D. D., LL. D., and accepted.

FACULTY.

The faculty chosen was as follows: Rev. John N. Waddell, D. D., LL. D., professor of philosophy; Rev. Charles R. Hemphill, A. M., professor of ancient languages; James Dinwiddie, A. M., professor of mathematics; John W. Caldwell, A. M., M. D., Stewart professor of natural sciences; Samuel J. Coffman, professor of modern languages, and Rev. J. B. Shearer, D. D., professor of history, English literature, and rhetoric, and provisional professor of biblical instruction. In

1882 Mr J. J. McComb, of New York, endowed the chair of history, English literature and rhetoric, and Rev. Dr. Robert Price, of Vicksburg Miss, was called to fill it. The formation of a divinity school had been part of the original plan. In 1885 this plan was realized. A school of divinity was organized with four departments: Didactic, polemic, and historic theology; practical theology; biblical and ecclesiastical history, and Hebrew and New Testament Greek. Rev. Joseph R. Wilson, D. D., of Wilmington, N. C., was called to a chair in this school. Chancellor Waddell resigned in 1888 on account of failing health, and Rev. C. C. Hersman, D. D., professor of Hebrew literature and New Testament exegesis in Columbia Theological Seminary, Columbia, S. C., was elected to succeed him.

The academic and divinity faculties now stand as follows:

ACADEMIC FACULTY.

Rev. C. C. Hersman, D. D., *Chancellor*.

S. J. Coffman, A. M., *Modern Languages*.

E. B. Massie, A. M., *Mathematics*.

G. F. Nicolassen, A. M., PH. D., *Ancient Languages*.

Rev. Robert Price, D. D., *History, English Literature and Rhetoric, McComb Professor of*.

James A. Lyon, A. M., PH. D., *Natural Sciences, Stewart Professor of*.

Rev. Joseph Bardwell, D. D., *Biblical Instruction and Philosophy*.

J. M. Meeklin, A. B., *Assistant Instructor in several schools*.

DIVINITY FACULTY.

Rev. C. C. Hersman, D. D., *Hebrew and New Testament Exegesis*.

Joseph R. Wilson, D. D., *Theology and Homiletics, Palmer Professor of*.

Rev. Robert Price, D. D., *Ecclesiastical History and Church Polity*.

Rev. Joseph Bardwell, D. D., *Biblical History*.

Although John Hopkins University and the University of Virginia are represented in the faculty, Princeton men are the most numerous.¹

As already seen, the board of directors are the legal trustees of the university. In them is vested the ultimate authority. In 1886 their number was reduced from twelve to ten by the withdrawal of the synod of Texas.

DEGREES.

The university confers the degrees of A. M., A. B., B. P., B. S., and B. D. Diplomas are given, also, in "commercial science." The elective system in the selection of studies is in vogue. An exception to

¹Recently Chancellor Hersman has resigned and been succeeded by Rev. James M. Rawlings, D. D. Prof. Coffman, also, is no longer a member of the faculty. In lieu of the chairs of ancient and of modern languages have been established the chairs of Latin and French and of Greek and German. Prof. T. O. Deaderick has been elected to the former and Dr. G. F. Nicolassen, nine years professor of ancient languages, to the latter.

this is the study of the Bible, which is compulsory upon all students in the regular classes. These two salient features in the curriculum are due more than to anyone else to Dr. J. B. Shearer. In their adoption is perpetuated the influence of one of the most prominent founders of the institution. As illustrating the system we may turn to the requirements for the degree of bachelor of arts. This degree requires "graduation in Latin and one other language, ancient or modern, the 'Bible course proper,' and three of the four schools of pure mathematics, natural sciences, philosophy and history, English literature and rhetoric, or the equivalent of three, in which chemistry and one class of natural philosophy shall be required." Master of arts is not granted to baccalaureate graduates of a certain number of years' standing, but is given on the same principle as the baccalaureate degrees, the requirements, of course, being severer.

In consonance with the fact that Southwestern Presbyterian University is under the care of a Christian church, tuition is free to the sons of Presbyterian ministers and to all candidates for the ministry, of whatever denomination. The city of Clarksville is perpetually entitled to ten scholarships. They are awarded upon competitive examination in the highest class of the city schools, and by virtue of them the holders receive free tuition for two years.

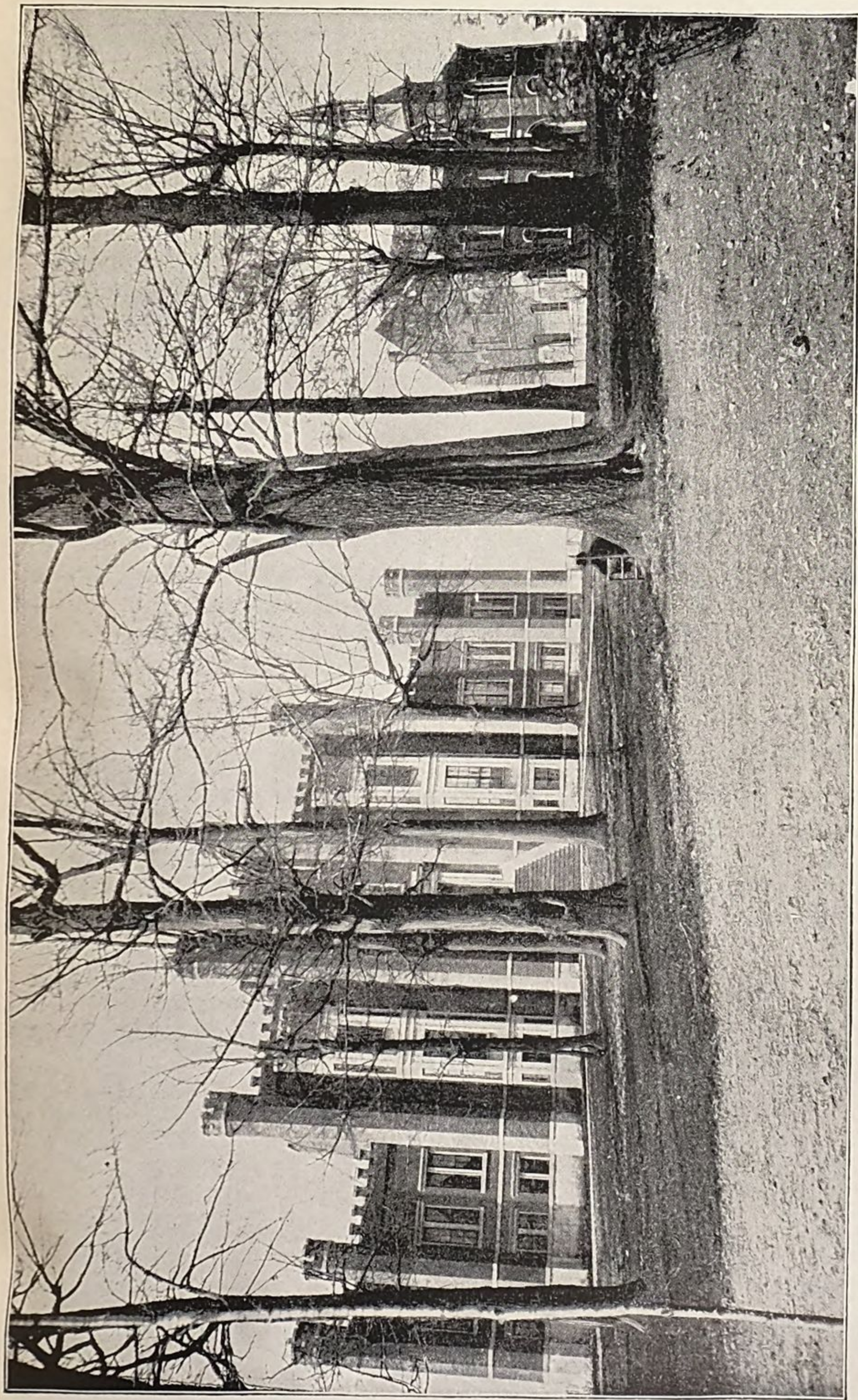
PLANT AND ENDOWMENT.

The campus, containing 24 acres and crowned with a grove of fine old oaks, lies in the northern part of the town, overlooking the Cumberland River. Of the two buildings on the grounds, both of which are used for college purposes, one was erected years ago for the use of Masonic University. Its architecture is of a type now rare. In appearance it is not unlike the castellated structures of the Middle Ages. The university owns three buildings outside the campus, the chancellor's residence and two buildings occupied by students.

The library contains 5,000 or 6,000 volumes. Probably the most valuable part of it is the selection of scientific books, the gift of Prof. William M. Stewart. In the natural history cabinet the collection of shells is worthy of mention. There are 16,000 gathered from various parts of the world. The outfit of physical and astronomical apparatus is complete enough for the performance of class experiments.

There are two endowed professorships, the McComb professorship of history, English literature, and rhetoric, salary \$1,500, and the Palmer professorship of theology, salary \$2,000. The chancellor has a guaranteed income of \$1,500 and receives in addition a portion of the tuition fees. A salary of \$1,000, with a share of the tuition fees, is attached to each of the remaining professorships.

The university has a property of about \$230,000. This includes both the endowment and nonproductive property. The value of the grounds and buildings is estimated to be about \$60,000. There are \$69,000 in



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Tennessee certificates of indebtedness, on which the interest is paid semiannually. There are, besides, about \$40,000 in other bonds and in real estate; the McComb endowment of \$30,000; the endowment of the Palmer professorship of theology, \$33,500; and the Edward Clark Steers memorial fund of \$10,000 for the support of young men studying for the ministry.

ATTENDANCE AND GRADUATES.

The university draws its patronage from a wide territory. Last year fifteen States, the Indian Territory, and Japan were represented. Very naturally, however, Tennessee and contiguous States furnish the greater part of the students. In 1886-'67, of 150 in attendance about 50 per cent were from Tennessee and 33½ per cent from Mississippi. At the reorganization of the college in 1879 the enrollment of students was 76; in 1890-'91 it was 122.

In the years 1854 and 1855 six bachelors of arts and three bachelors of science were graduated from Masonic University. From 1856 to 1891, inclusive, there have been graduated from Stewart College and Southwestern Presbyterian University seventy-eight bachelors of arts, four bachelors of science, six bachelors of philosophy, eighteen bachelors of divinity, twenty-seven masters of arts, and seventeen whose degrees are not stated.

REV. JOHN N. WADDEL, D. D., LL. D.

A history of Southwestern Presbyterian University would not be complete without special mention of the man who was its chancellor for the first nine years of its existence. His reputation is not local; he has long been known as one of the most prominent educators in the South. Preëminence in teaching is his by birthright. His father was Moses Waddel, the pioneer of classical education in South Carolina and Georgia. John N. Waddel was born at Wilmington, the seat of that training school where so many distinguished Southerners were educated. Young Waddel taught here after graduating in 1829 at the University of Georgia. In 1841 he opened a classical school at Montrose, Miss., and made such a reputation as a teacher that in 1848 he was elected to the chair of ancient languages in the University of Mississippi. In 1857 he resigned to accept the same chair in the La Grange (Tennessee) Synodical College. During one year of the war (1863-'64) he was commissioner to the army. After the war he was recalled to the University of Mississippi to serve as chancellor. He continued in this position for nine years. "From 1874 to 1889 he was secretary of education for the Southern Presbyterian Church, having his office at Memphis, Tenn." In 1879 he became chancellor of the Southwestern Presbyterian University. He did some of the best work of his life as head of this young and struggling school. A steadier hand is needed at the helm to safely pass the inshore breakers than is needed far out at sea.

Though possessed of wide learning, Dr. Waddel's success as a teacher has been due rather to the man than to the scholar. He has taught through his character rather than through his attainments. His molding influence upon the minds and hearts of young men is seen in the fruition of their maturer years.

As a disciplinarian he was eminently successful, though it is hard to define the secret of his power. He had the happy faculty of ruling young men seemingly without effort and without any appearance of harshness. Students under him seemed to have no desire to misbehave. They were insensibly stimulated to conduct themselves as Christian gentlemen. Very little was said by him to students in the way of reproof. Still, when young men failed to do their duty and were forming bad habits, he was very firm and decided, though kindly, in his dealings with them. This firmness and decision of character he retained to the very last year of his teaching. * * * Dr. Waddel was always perfectly just and liberal in his government and very free from prejudice, and seemed to have an intuitive insight into character. Students rarely attempted to deceive him. * * * He was very happy in his relations to the various members of the different college faculties over which he presided as chancellor, and was beloved and venerated by the professors as well as the students. He was above all sordid or mercenary motives, and his whole character was such as to inspire in all who came under his influence nobler and higher aspirations.

Early in life Dr. Waddel was ordained a minister of the Presbyterian Church. The following is from the pen of a friend:

He was a man of strong faith and reliance on God for every emergency of life and for its daily duties as well. It was impossible for any one to know him and not perceive this. His Christianity was not hidden under a bushel, but set upon a candlestick, and gave light to all around him. * * * He was singularly free from egotism, and ascribed all his success—which he was inclined to underestimate—to the blessing and favor of God.

It was in the spirit of humility that he retired from the chancellorship of Southwestern Presbyterian University and surrendered the keys to his successor:

My too partial friends have been pleased to pass a verdict of unqualified approbation upon the administration of the university under my superintendence. Now, while I can not too highly prize such expressions of confidence as are thus cordially and voluntarily given me, at the same time I have never dared to appropriate this honor or credit to myself as an individual. If any good has been accomplished by my supervision during the last nine years, my agency in it is only that of a humble instrument in the hand of God, and to Him be all the honor and the glory! I joyfully acknowledge that I was so honored of Him in answer to earnest daily and habitual prayer for wisdom and for grace.

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CHAPTER VIII.

SOUTHWESTERN BAPTIST UNIVERSITY.

WEST TENNESSEE COLLEGE.

In 1846 the United States released its title to certain lands in Tennessee on condition that the State should out of the proceeds set apart \$40,000 toward the establishment of a college at Jackson. Accordingly in the next year the treasurer of the State was directed to issue to West Tennessee College, at Jackson, a warrant for that sum.

This was the origin of West Tennessee College. The Government gift was supplemented by private subscriptions; grounds were bought and a building erected; and \$40,000 worth of Tennessee 5 per cent bonds were purchased as a permanent endowment. The college was prosperous both before and after the war. Among the many educational institutions that suffered it was one of the very few that came out of the great conflict with little or no hurt. The endowment was not lost, but instead it accumulated interest. The college was reopened in 1865 with Rev. William Shelton, D. D., as president, and was more largely attended than it had ever been before the war. In 1869 Dr. Shelton and all the faculty resigned, and Rev. E. L. Patton, A. M., was elected president. In 1874, as we shall see, West Tennessee College was merged in the Southwestern Baptist University.

West Tennessee College was one of the three colleges in the State that have received aid from the Federal Government, and the only one that owed its birth to the nation's bounty. The assistance came through the State, and this fact was urged by the college as entitling it to the patronage of the people of the State. The college is noteworthy, too, in that it was not a denominational school, as most Tennessee colleges are. The following appeal for support based on the foregoing considerations is extracted from the catalogue of the year 1866-'67:

It (West Tennessee College) is a State institution. It belongs to the people of the State. It was endowed from the treasury of the State. Let it receive the patronage of the people of the State. The trustees intend to secure the best teachers of the South; and as far as possible they will have the various churches of the South represented in the faculty, so that all the Southern people of all denominations may patronize it.

Collegiate instruction was not the only kind of instruction given; there were an academic, a grammar, and even a primary department. Military discipline and the school system obtained. There were five schools: Mental and moral science, Latin, Greek, mathematics, and

physical science. For the degree of A. M. graduation in all five schools was required; for A. B., graduation in all but Greek; and for B. P., graduation in all but Latin and Greek.

UNION UNIVERSITY.

After several vain attempts to establish a school of high grade in different parts of Tennessee for the advancement of their denomination and the education of their ministry, the Baptists of the State, working through the Baptist General Association of Tennessee and the Tennessee Baptist Educational Society and aided by the Baptists of North Alabama and Mississippi, founded Union University, at Murfreesboro. Rev. Joseph H. Eaton, president of the university from its opening, in 1848, until his death, in 1859, had the greatest hand in its founding and in its subsequent success. Dr. Eaton is one of the most distinguished educators in the history of Tennessee. That the people of Murfreesboro appreciated his character and ability is shown by the fact that they raised for him a special endowment of \$10,000. The following characterization of Dr. Eaton is taken from Cathcart's Baptist Encyclopedia:

Dr. Eaton was a man of great earnestness, laboring with an untiring zeal that nothing could thwart. As an educator he had but few equals, being distinguished for his power of imparting instruction and stimulating a love of knowledge; for a thorough control over students, shown in discipline and in influence upon their characters; and for his ability to win the affection of his pupils. As a preacher Dr. Eaton was earnest and impressive, of impassioned utterance and rapid delivery. His power to fix the attention and impress his thoughts upon his hearers has seldom been equaled. He won the enthusiastic devotion of those who knew him, of all classes and grades of society. His fellow-ministers, professors, the churches to which he preached, his many students, and his servants all loved him as few men are loved. Handsome in person, gracious in presence, genial in manners, and winning in conversation, he was eminent in the qualities which make men charming in the home circle, as he was in those which make a great teacher and preacher. There was about him a sense of reserved power. The strength of the man was always felt beneath his genial graciousness. His children and his students would face any danger rather than have him know that they had been guilty of a dishonorable action, so much did they dread the glance of his eye, so much did they value his approving smile. His virtues live in the memories of all who knew him.

Union University was chartered in 1842, but did not open its doors till January, 1848. It began operations upon the faith of a pledged endowment fund of \$55,000. This fund, or most of it, had been subscribed on the scholarship plan; *i. e.*, a donor's subscription was, in the form of free tuition, in effect refunded to him. Accordingly, we read in 1852 that by this means the income from tuition fees was reduced nearly 50 per cent. Nevertheless, the university thrived greatly. Beginning with an attendance of 50 or 60, it reached in one year before the war an attendance of 330. It graduated during this ante bellum period 173 graduates, about 38 of whom were ministers of the gospel. A number of them went as missionaries to foreign fields. Though not

professing to vie with the great theological seminaries, Union University supported a chair of theology. And for the encouragement of young men studying for the ministry it charged them no tuition fees, whatever might be their denomination. Among those who for longer or shorter terms were members of the faculty at this time were Profs. Paul W. Dodson (mathematics), J. M. Pendleton (theology), George W. Jarman, and William Shelton. Prof. Jarman was afterwards president of Southwestern Baptist University, as was also Prof. Shelton. We have already seen that the latter served as president of West Tennessee College from 1865 to 1869.

Union University was brought low by the hand of war. From May, 1861, to January, 1868, her operations ceased. Endowment was lost, apparatus and library were scattered or destroyed, and buildings dismantled. To deepen the gloom of the prospect, there were unpaid debts hanging over the university. On the 7th of July, 1868, it owed \$24,155.53. But the aspect of affairs brightened. The greater part of the debt was raised, and, considering to what straits the university had been brought, it experienced a marvelous revival. In 1869 the property was transferred to the Tennessee Baptist Educational Society, to be held in trust for educational purposes, under and by the direction of the trustees of the university. The first president and faculty after the war were: Rev. Duncan H. Selph, A. M., president; Geo. W. Jarman, A. M., professor of ancient languages; T. T. Eaton, A. M. (son of the first president), professor of mathematics; and J. M. Phillips, principal of preparatory department. In January, 1871, Dr. Selph resigned and Rev. Charles Manly, D. D., was chosen in his place. For the three years ending 1871-'72 the attendance was 150, 181, and 161, respectively. The school system prevailed, there being seven schools: Moral philosophy, English, Latin, Greek, mathematics, natural science, and modern languages. M. A. was granted on the completion of seven, B. A. of six, and B. P. of five schools.

In October, 1873, Union University closed its doors, the immediate occasion being the prevalence of cholera in Murfreesboro and the great financial panic of 1873. Deeper down, the reason was to be found in the hope that a change of location might be utilized to secure an endowment; in a sentiment that had grown up among the Baptists in favor of unification both in educational work and in church organization; and in the belief that, such unification accomplished, there would be a broader and surer basis for a denominational college. Unification along the former line seemed more likely of consummation than unification along the latter. But unexpectedly unification along both lines was achieved at once. In October, 1873, the General Association of Middle Tennessee and North Alabama passed resolutions favoring the establishment of a central university for the Baptists of the Southwest. The West Tennessee Baptist Convention and the trustees of Union University expressed their approval of the resolutions. In April, 1874,

accordingly, a convention was held at Murfreesboro to consider and settle the educational question. The result of the meeting was unification both in church organization and in education. The Tennessee Baptist Convention, comprising the Baptists of the whole State, was formed, and steps were taken to found a university. A committee on location composed of three representatives from each of the three grand divisions of the State was appointed. The choice of the committee fell upon Jackson as the site of the proposed university. The citizens of Jackson and Madison counties had subscribed \$60,000 in notes and real estate, and West Tennessee College had offered its property and endowment, valued at \$90,000, on condition that an endowment of \$300,000 should be raised for the new institution within ten years, additional time to be allowed if unforeseen hindrances should interpose. At a called meeting of the Tennessee Baptist Convention in August, 1874, the choice of the locating committee was ratified and arrangements were made for opening the

SOUTHWESTERN BAPTIST UNIVERSITY.

The convention elected a board of thirty-five trustees, and provided for its perpetuation by directing that seven of its members should go out every year, their places being filled by the board itself. The Tennessee, Alabama, Louisiana, Mississippi, Texas, and Arkansas Baptist Conventions were to be asked to make nominations when vacancies occurred, and from these nominations the vacancies were to be filled. Not less than thirty of the thirty-five trustees should be members in good standing of regular Baptist churches. The board of trustees proceeded at once to organize themselves and to set the university going. The first year only the academy or preparatory department was opened. But August 30, 1875, the college proper was opened. The attempt to raise the \$300,000 of endowment failed. In 1876, the Centennial of American Independence, the Baptists of America made special efforts to endow their colleges and universities. Another attempt was made to raise the \$300,000 endowment for the Southwestern Baptist University, but it met with little or no success. In 1890, however, \$30,000 were secured, and the trustees of West Tennessee College transferred to the trustees of the Southwestern Baptist University the college grounds and buildings, valued at \$50,000, and the college endowment of \$40,000 in 6 per cent State bonds. The interest-bearing endowment of the university is thus brought up to \$70,000. Work is being done to increase it still further. The American Baptist Educational Society has offered to give \$10,000 if \$40,000 more are raised by January 1, 1892. The indications are that the sum will be raised. Dr. William Shelton was president of the university from 1875 to 1877. For the next thirteen years there was no president, but Prof. George W. Jarman, LL. D., was chairman of the faculty. In 1890 he severed his connection with the university, and the long vacant presi-

dency was filled by the election of Dr. G. M. Savage. The present faculty stands as follows:

G. M. Savage, A. M., LL. D., *professor of philosophy.*

H. C. Irby, A. M., *professor of mathematics.*

T. J. Deupree, A. M., M. D., *professor of natural science.*

Clarence C. Freeman, A. M., *professor of English and German.*

Alfred M. Wilson, A. M., PH. D., *professor of Latin, Greek, and Hebrew.*

W. D. Powell, A. M., *professor of ———.*

S. M. Bain, A. B., *assistant professor of natural science and French.*

H. C. Jameson, *professor in charge of commercial department.*

A. J. Brandon, A. B., *principal of the academic department.*

The number of students in attendance in 1890-'91 was 227. There is an academy, or preparatory department. Both sexes are admitted to the university. Since the opening of the institution there have been 52 male graduates and 1 female graduate. In 1887 the board of trustees made the alumni of Union University alumni of Southwestern Baptist University.¹ The Alumni Association of Union University have always recognized the Southwestern Baptist University as their *alma mater*. The latter institution is really a continuation of the former.

MEMPHIS HOSPITAL MEDICAL COLLEGE.

The Memphis Hospital Medical College, of Memphis, sustained for a time a nominal relationship to the Southwestern Baptist University, but this relationship no longer exists. The college was founded in 1878 by Drs. W. E. Rogers, F. L. Sim, R. B. Nall, Heber Jones, and A. G. Sinclair, but on account of epidemics it was not opened until October, 1880. There have always been 10 professors, from 3 to 5 lecturers, and 5 quiz-masters, with from 1 to 3 practical anatomy demonstrators. The matriculates for the last three years, respectively, including 1891-'92, have numbered 176, 222, and 256. The institution has graduated, all told, 486 men. Two years are necessary to complete the course. The scholastic year has been heretofore five months in length, but with the present year it becomes six months.

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¹ The graduates of Union University reached the number of 161.

CHAPTER IX.

OTHER COLLEGES FOR MEN OR FOR BOTH SEXES.

WASHINGTON COLLEGE.

FIRST LITERARY INSTITUTION IN THE MISSISSIPPI VALLEY.—SAMUEL DOAK, "THE APOSTLE OF LEARNING AND RELIGION IN THE WEST."

The first school in Tennessee and the first literary institution in the Mississippi Valley was founded by Samuel Doak about the year 1780. Like other pioneer teachers and preachers in Tennessee Doak was a Scotch-Irish Presbyterian. Samuel and Jane (Mitchel) Doak emigrated when very young from the north of Ireland to Chester County, Pa. After their marriage they removed to Augusta County, Va., where their son Samuel was born August 1, 1749. Young Doak wanted an education, and despite many difficulties he succeeded in getting it. In 1773 he entered the junior class at the College of New Jersey, and graduated in 1775. He then taught school at different places, studying theology the while. He was tutor some two years in Hampden-Sidney College. In 1777 he became a licensed minister of the Presbyterian Church. After preaching for a time in southwestern Virginia he went to the Holston settlement, at the fork of the Watauga and Holston rivers, in that part of North Carolina since become upper East Tennessee. Here he preached a year or two and then moved on farther westward, settling at Salem, on the Little Limestone, in Washington County. He bought land and built three log houses—a church, a school, and a home. Samuel Doak was the first teacher and the first preacher in this new land. The name of "apostle of learning and religion in the West" is no misnomer. The Bible and the schoolbook were always in his hand, but the rifle was never out of reach.

Preaching one Sabbath on the frontier, a panic was produced by a messenger riding hastily up and exclaiming, "Indians! Indians! Ragdale's family are murdered!" Mr. Doak stopped abruptly in his discourse, referred to the case of the Israelites in similar danger, offered a short prayer that the God of Israel would go with them against these Canaanitish heathen, called for the men to follow him, and taking his rifle led his male hearers to the pursuit.

This is only one of several stories of a like nature that are told of Dr. Doak.

Dr. Doak did not confine his ministrations to Salem congregations, but journeyed to and fro in the land preaching and founding churches. Active as a schoolmaster and a minister of the Gospel, he was not

neglectful of civil and political duties. "He took some part in the Revolutionary war, and was a prominent member of the Franklin convention." "Tradition ascribes to him the paternity of a clause in the rejected constitution making provision for a university—requiring the legislature to erect it before the year 1787, and to endow it liberally." "He always voted, and the consideration in which he was held by the people generally allowed him to open the polls—in other words, to vote first."

MARTIN ACADEMY, WASHINGTON COLLEGE.

In 1783 Dr. Doak's school was incorporated by the legislature of North Carolina as Martin Academy. Two years later, we are told, another charter was obtained from the legislature of the State of Franklin, which had usurped the sovereignty of the mother State in these the outskirts of her domain. In 1795 the territory of the United States south of the Ohio, soon to become the State of Tennessee, raised Martin Academy to the rank of a college, chartering it under the name of Washington College. While in Philadelphia in 1798 as a commissioner to the general assembly, Dr. Doak was given a number of books for his college. These books, carried on a pack horse 500 miles across the mountains, became the nucleus of the college library.

DR. DOAK LEAVES WASHINGTON COLLEGE.

Dr. Doak continued in the presidency of Washington College until 1818, when he removed to Tusculum, Greene County. Here, in conjunction with his son, Samuel W. Doak, he opened a private school, which was called Tusculum Academy, and taught until his death in 1829. Samuel Doak was a noble example of the courageous, somewhat austere Scotch Presbyterian—the Puritan of the middle and southern colonies. Dignified, stern, conservative—of such sturdy stuff was made the pioneer teacher and preacher of Tennessee. Untiring fidelity to duty was a notable trait. His natural ability and his scholarly attainments were considerable. He was a fine linguist. His quick ear detected the slightest mistake of a pupil. On his deathbed, when the apoplectic tendency was upon him, he spoke incoherent but good Latin. For the use of his classes in mental and moral philosophy he prepared an epitome of twenty-two lectures of his own "On Human Nature." This epitome was published by his son and successor, Dr. John W. Doak. Of Samuel Doak and the prominent men educated by him Judge O. P. Temple, a graduate of Washington College at a later period in her history, says:

No man of his generation perhaps did so much for the education of the State or exercised such a beneficent influence. On this hallowed spot were educated some of the foremost men of that generation, such as John Blair, Dr. J. G. M. Ramsey, L. C. Haynes, James A. Lyons, D. D., N. G. Taylor, Hon. Z. B. Vance, and others. The array of great pulpit orators is remarkable. I need only mention the names of Dr. David Nelson, Gideon Blackburn, and James Gallaher.

SUBSEQUENT HISTORY.

Rev. John W. Doak, D. D., M. D., who succeeded his father as president of Washington College in 1818, died in 1820. Rev. John V. Bovell was then elected, and served eight years. Rev. James McLin was president from 1829 to 1838. The college was poor and its life was a struggle against adverse circumstances. Financial difficulties had reached a crisis. For the next two years Rev. Samuel W. Doak, D. D., of Tusculum Academy, filled the office of president. Joseph I. Foote, of Knoxville, consented to succeed him if \$10,000 were raised for a new building and for other purposes. Subscriptions to that amount were secured, and Mr. Foote was created a D. D. by the trustees in order "that the new administration might open with the greater éclat." But as he was on his way to deliver his inaugural address and be inducted into office he was thrown from his horse and killed. Rev. Archibald Alexander Doak now took up the burden of the presidency. The institution was still floundering in the quagmire of debt and poverty, but such were the qualities of the new president that the attendance of students was greatly increased. Those who knew him are lavish in their praise of this grandson of old Samuel Doak. Young and handsome, learned and eloquent, brilliant and magnetic—all about him he knit to himself by the ties of love and admiration. Barring eighteen months, 1850-'52, when Rev. E. Thompson Baird was president of the college, Doak filled the position continuously from 1840 to 1856. In the latter year the finances of the institution reached a very low ebb, and Doak and the rest of the faculty resigned. This ended for a long time the efforts to keep the school up to the level of a college. It was conducted for several years as a high school for both sexes. The Civil war caused the suspension of the school for two years. In 1868 it was re-organized as Washington Female College, with Rev. William B. Rankin as president. The school prospered for a time, but ultimately it languished and died. In 1877 Rev. J. E. Alexander, having been elected president by the trustees, undertook to revive the institution. He was successful and gradually built up the school into a coeducational college. Rev. J. W. C. Willoughby succeeded him in 1883, and has continued at the head of the college ever since. Though not under direct ecclesiastical control, the institution is a school of the Northern wing of the Presbyterian Church. Washington College has been eclipsed by colleges of higher grade, larger scope, and more ample facilities, but she is the hoary mother of some of Tennessee's illustrious sons, and her services to the State in the days when institutions of learning were few in number ought not to be forgotten.

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History of Tennessee; Annual Reports, Board of Education, Presbyterian Church, 1850, 1, 6, 7; Knoxville Journal, June 19, 1889, contains address by Judge O. P. Temple, of Washington College, May 16, 1889; Inaugural Address of Joseph I. Foote (killed on way to deliver same and assume presidency of the college, April 20, 1840); Epitome of Lectures on Human Nature, by Samuel Doak, to which is added an Essay on Life, by John W. Doak, 1845.

GREENEVILLE AND TUSCULUM COLLEGE.

GREENEVILLE COLLEGE

Greeneville and Blount colleges were both chartered in 1794, and thus antedate Washington College as colleges, though not as literary institutions. Hezekiah Balch, unlike many of the earlier educators and preachers in Tennessee, was not of Scotch-Irish, but of English extraction, his ancestor, John Balch, having come from Somersetshire, England. Hezekiah was born in Maryland in 1741, raised in North Carolina, and graduated from Princeton in 1762. After teaching for some time he was licensed a Presbyterian preacher in 1768. He first preached in Pennsylvania, Virginia, and North Carolina, and not till 1783 did he cross the mountains and enter a more needy field. He located at Greeneville, Greene County, upper East Tennessee, and became a founder and organizer of churches. In 1794 he obtained from the Territorial legislature a charter for his college. But the college had yet to be built. So he made long tours in the South and West, raising money and collecting a library. In 1795 he made a trip to New England and became imbued with the "Hopkinsian" doctrines. His life from this time on was troublous and stormy. Open, fearless, rash, and impulsive, he soon became embroiled in religious controversy. His own church split into two bodies, and he was cited for trial before ecclesiastical tribunals again and again. Of course the college suffered, if only from the enforced absence of its president. In 1801 Rev. Charles Coffin, a New England Presbyterian minister sojourning in the South for his health, was elected vice-president of Greeneville College, and henceforth was associated with Balch in its care and control. The institution owed almost as much to him as to its founder. He was very successful in raising funds for the college. He secured by personal efforts at different times over \$20,000. The first three or four years of his connection with the school were spent on collecting tours. Both Coffin and Balch were made D. D.'s by Williams College in 1808. Dr. Balch died in 1810, full of years and of troubles, and Dr. Coffin took up his mantle. Dr. Coffin remained at the head of the college until 1827, when he resigned to accept the presidency of East Tennessee College, tendered him by the general assembly of Tennessee.

Greeneville College never recovered from the loss of Dr. Coffin.

It no longer enjoyed the former public favor and confidence; its efforts to obtain funds were various, but generally unsuccessful, and instead of retaining the invest-

ments that had supported the instructors, first the dividends and afterwards the principal began to be used for repairs and other expenses, until no proper faculty could be employed or sustained in the institution.

In 1839 the college site was removed from 3 miles south of Greeneville to Greeneville itself. From 1847 to 1854 there was an interregnum, during which the college building was neglected and many of the books and pieces of apparatus were carried off. After the War, in the year 1868, Greeneville College was consolidated with Tusculum College, Tusculum, under the name of Greeneville and Tusculum College. The grounds and building of Greeneville College, which had been badly damaged by the Civil war, were sold for \$700 and the remnant of the library was taken to Tusculum.

TUSCULUM COLLEGE.

We have seen that Samuel Doak lived his declining years at Tusculum, Greene County, teaching a private school which he had there founded. After his death in 1829 the doors of Tusculum Academy were closed. In 1835 his son, Rev. Samuel W. Doak, D. D., revived the school. At the reopening there were 4 pupils; in 1840 there were 87. After this the number was smaller. In 1842 a board of trustees for Tusculum Academy was incorporated with college powers. In 1844 Tusculum Academy became Tusculum College by act of the legislature. Samuel W. Doak presided over the college until his death in 1864. The faculty was composed usually of himself and of one or two colleagues. Educated under his father at Washington College, he had been for several years of his father's presidency the vice-president of that institution. His life was a long and useful one. He was a philanthropist. "Long before the question of emancipation was mooted he manumitted his slaves and carried them to a free State, where they might enjoy all the rights and privileges of American citizenship." He gave free tuition to hundreds of young men, and when they were too poor to pay board "he welcomed them to his family table without money and without price." The course of study in Tusculum College had two peculiarities:

(1.) A student studied only one branch at a time, and took up others when the first was finished. (2.) There were no regular college classes, and a student graduated at any time when he could stand an examination on the course of studies.

In having no regular college classes Dr. Doak was but following a plan pursued by his venerable father in Washington College. The Civil war left Tusculum College in a deplorable condition, and the trustees found that to bring about the resumption of its activities was no small task. Rev. William S. Doak was elected president in the place of his deceased father, Samuel W. Doak. Negotiations with the Old School Holston Presbytery and with Washington College resulted in Washington and Tusculum Colleges being brought under the care and control of the presbytery. By decision of the presbytery Washington College

was converted into a female institution, while Tusculum College was continued a male institution. "This temporary ecclesiastical control ceased with the reunion of the old and the new schools in 1869." In 1868 occurred the consolidation of Greeneville and Tusculum Colleges and the location of the resultant institution in the plant of Tusculum Collège.

GREENEVILLE AND TUSCULUM COLLEGE.

The presidency of Greeneville and Tusculum College was given to President Doak, of Tusculum College. During the years 1872-'79 the entire management of the institution, with the exception of the performance of such functions as by charter must be performed by the board of trustees, was in the hands of a board of directors consisting of P. S. Feemster, S. S. Doak, M. S. Doak, and others. In 1882 President Doak died, and in 1883 Rev. Jere Moore, D. D., was elected in his stead. In 1884 Mrs. Nettie F. McCormick and Cyrus H. McCormick, jr., offered to give \$7,000 towards the erection of a new building for the college on condition that the board of trustees should raise an additional \$4,000; that when the faculty numbered three or more at least two professors besides the president should be Presbyterians; and that the president and at least two-thirds of the board of trustees should always be Presbyterians. If any of these conditions were violated the \$7,000 were to be turned over to the board of aid of the Presbyterian Church in the United States of America. The board of trustees accepted the offer, and instead of building an \$11,000 structure they built a \$13,000 one. Of this sum the McCormicks gave \$8,100 and in their honor the building was called McCormick Hall. The present faculty of Greeneville and Tusculum College consists of the president, the vice-president, of three other professors, and of an instructress in music. The enrollment of students for 1890-'91 was 250, of whom only 37 were in the four college classes. The remaining 213 were in the primary, preparatory, and music departments.

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MARYVILLE COLLEGE.

SOUTHERN AND WESTERN THEOLOGICAL SEMINARY.

Isaac Anderson, the founder of Maryville College, was born in Rockbridge County, Va., in 1780, his father being a Scotch-Irish immigrant. At 21 years of age he removed with his father to Knox County, Tenn. His theological education, begun in Virginia, was completed under Samuel Carrick and Gideon Blackburn, noted Presbyterian ministers

of those early times. Young Anderson entered the ministry in 1802. Having already taught in Virginia and having a taste for the teacher's vocation, he opened a school called Union Academy within the bounds of his congregation in Knox County. He made many preaching tours in that new country, and became strongly impressed with the need of more preachers. He applied to the Home Missionary Society, but it could not supply the need. Being a delegate to the general assembly of the Presbyterian Church at Philadelphia in 1819, he visited Princeton and urged the young preachers studying there to enter the new field in Tennessee, but to no avail. He now came to the conclusion that the need could be met only by educating young men on the spot and that he would have to undertake the task himself. In 1812 he had become pastor of New Providence Church, in Maryville, 16 miles south of Knoxville. Here he began to teach theology to a class of 5 young men. "Whether he began his work of instruction before submitting his plans to synod is not certainly known." The Synod of Tennessee met in October of 1819; adopted the infant school; christened it the Southern and Western Theological Seminary; appointed a board of trustees, two-thirds ministers and one-third laymen; elected Rev. Isaac Anderson professor of didactic and polemic theology, and invited the synods of North Carolina, Kentucky, and Ohio to coöperate in the enterprise. This was the second theological seminary established by the Presbyterian Church in America. "Students from all quarters came, even from New England." But for the patience and the fortitude of its founder the seminary must soon have died. All or most of the work of instruction devolved upon him until 1826, when Robert Hardin was elected professor of ecclesiastical history and church government and William Eagleton professor of sacred literature. For years he served without salary. Nay, he remitted their tuition to most theological students and even boarded many of them at his own expense. In 1826 a farm was purchased and by working on this the cost of living to poor students was reduced to a minimum. Not only did the synod render little financial assistance, but it did not give the seminary even the benefit of its united moral support. Difference of opinion as to the best location for the school was the chief cause of disagreement. Not until 1824, after the rival claims of East and West Tennessee had produced considerable strife, was the institution permanently located at Maryville. Yet this was not the end of it. Down to the Civil war projects for the removal of the seminary were broached from time to time. This half-hearted support of the synod was perhaps the greatest hindrance to the success of the school.

The application for a charter was the occasion of much blind and senseless hostility to the seminary. For many years the legislature refused it a charter, influenced by the belief which had become current that the Presbyterians were seeking to bring about a union of church and State; that the object of the seminary was to send out missiona-

ries who should insidiously involve the State in the coils of Calvinism, crushing out civil and religious liberty. "For a time no Presbyterian could get an office, not even that of constable, just because he was supposed to be in favor of having Presbyterianism made the established religion of the country." At last, when a charter was obtained in 1842, it provided that the trustees should be elected by the county court. This vexatious provision was removed in 1846, and the election of trustees was committed to the synod. For some years the school had been becoming less and less of a theological seminary and more and more of a college. The charter name of the institution,

MARYVILLE COLLEGE,

bore evidence to the change. The professors at the date of the charter were Rev. Isaac Anderson, theology; Rev. Fielding Pope, mathematics, and Rev. J. S. Craig, languages.

In 1857 Dr. Anderson, now grown infirm with age, was gathered to his fathers, and the Rev. John J. Robinson was elected to the presidency. The year before Rev. Thomas J. Lamar had been appointed to the chair of sacred literature. He was to play a chief part in the future history of the school. At the time of Dr. Anderson's death Maryville College was at a low ebb. A new building had been begun, but not finished, and the \$7,000 spent on it seemed lost. Rumors were rife that the college funds had been mismanaged, and a new project to change the location of the school was born.

In 1857 occurred the split in the New School Presbyterian Church, by which nineteen southern presbyteries withdrew and formed the United Synod of the Presbyterian Church in the United States. In 1857 the Synod of Tennessee also severed its old connections, and in 1858 it entered into a kind of anomalous union with the United Synod. In a pastoral letter addressed to the churches under its care it declared that in taking this step it did not commit itself to any opinion on the slavery question, but simply took the ground that "the discussion and agitation of the subject of slavery, except as regards the moral and religious duties arising out of the relation of master and slave," should "be excluded" from their "ecclesiastical meetings; that, slaveholding not being in the constitution of the Presbyterian Church, the discussion and management of slavery as a political institution should be left to the State." But what became of Maryville College? It was transferred to the United Synod on the condition that it should revert to the Synod of Tennessee whenever the United Synod should cease to exist, a provision which determined the subsequent character and history of the institution.

In 1861 the college was closed. Forty-two years of its existence had passed—years of constant struggle against adverse fortune. No professor had ever received as much as \$500 a year, while the average salary had been about \$300. The endowment was only \$16,000. It

belonged to the chairs of theology and of sacred literature. The college owned the large, unfinished building already spoken of and two other buildings besides, and had collected a library of 6,000 volumes. The attendance had been fairly good for those days, ranging the greater part of the time from 50 to 100. The most prominent feature of the college had been its religious character. Said Dr. Anderson: "If any one passion has governed me more than another it is to have qualified, devoted Presbyterian ministers greatly multiplied." The school had sent 150 young men into the ministry, and it had been the constant subject of synodical discussions and synodical planning; church and school were in closest relationship.

In 1864 the United Synod of the Presbyterian Church in the United States lost its separate existence and was merged in the general assembly of the Presbyterian Church of the Confederate States. Maryville College now reverted to the Synod of Tennessee though not without a lawsuit. In 1865 the Synod of Tennessee held its first meeting in three years. Before the war the synod contained some proslavery elements. These were all absent now. The synod expressed its disapproval of the action of the United Synod and declared its adherence to the northern church. Maryville College boasts of its unswerving loyalty to the Union and of its uncompromising hostility to slavery. Dr. Anderson had gone so far as to declare in 1832 "that the man who silently thought of dissolving the Union ought to be hung and, if he spoke it, deserved some severer fate." This spirit, though of course not in so objectionable a form, still lingers in the halls of Maryville College. In 1868 the Synod of Tennessee passed a resolution "that no person having the requisite moral and literary qualifications for admission to the privileges of Maryville College shall be excluded by reason of race or color." This, it is said, is the only old college in the South having coeducation of the races. Without it the assistance of the Freedmen's Bureau, amounting in all to \$16,000, would never have been extended.

During the war Maryville College was closed, her buildings were used as barracks and left in ruins by the contending armies, and her library was almost destroyed. In 1864 what remained of the library and the real estate was sold for debt by order of court. Of the endowment of \$16,000, two-thirds were lost. Yet, little as it looked like it, Maryville College was ere long to enter upon an era of greater prosperity than she had ever known before. Prof. Lamar was sent North to solicit funds, but he did not raise enough money to pay his expenses. The prospect seemed gloomy enough. Nevertheless, Mr. Lamar, as sole professor, opened the college in the fall of 1866 with 13 students. The next year he was elected professor of Greek and Rev. Alexander Bartlett was elected professor of Latin. In 1868 Rev. P. M. Bartlett, D. D., was elected president. Now began the era of prosperity. Dr. Bartlett and Prof. Lamar raised \$60,000, mostly at the North, with which 65 acres of land were bought and four buildings were erected,

viz, a professor's house, two large three-story dormitories capable of accommodating 130 students, and a large three-story brick for college purposes. For fifteen years two friends of the college contributed annually from \$2,000 to \$3,000 toward meeting its current expenses. In 1880 Prof. Lamar was appointed agent to raise an endowment. By 1883 \$100,000 were secured, mainly by his efforts. This fund, too, came mostly from the North. "The college is a beneficiary to the amount of \$100,000 in the will of the late Daniel B. Fayerweather, of New York, and is to receive \$50,000 additional by the distribution made of other funds by the residuary legatees." These munificent gifts, added to other small foundations, raise Maryville College to an enviable place among the smaller Tennessee colleges, most of which have little or no endowment.

Prof. Lamar died in 1887. Lamar Memorial Library Hall was built in his memory. During the past year another building, a residence for the president, has been erected. The college grounds, 250 acres in extent, are elevated and undulating and command a splendid view of the Cumberland Mountains on the north and of the Smoky Mountains on the south. The attendance during 1890-'91 was 325, of whom 116 were college students proper and 219 preparatory students. Since the war the existence of other schools of theology has obviated the necessity of a theological department at Maryville. More than 50 of the graduates of this period have entered the ministry. Eighteen alumni and undergraduates have been or are foreign missionaries. The president of the college is Rev. Samuel Boardman, D.D. His colleagues are 4 professors and 12 instructors.

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JACKSON COLLEGE.

Jackson College was a Presbyterian school that took its rise in a manual labor institute in Maury County some 10 miles from Columbia. About the year 1832 the institute was erected by act of the legislature into Jackson College. In 1837 the college was removed to Columbia. It was burned by the Federal Army during the war. A report of the board of trustees in the year 1833 tells us that the manual-labor feature of the institute was retained by the college. Every student was required to work two hours a day. As the college was not able to build shops and buy tools for mechanical labor, the students had the past year engaged mostly in farming. They had, with little help, cultivated between 50 and 60 acres of corn and 2 acres of potatoes and had cleared 18 acres of new land. The writer of the report assures us that manual

labor is beneficial to the health of students and as evidence that it does not interfere with their studies says that those students who had been consulted concurred in saying that instead of retarding manual labor had accelerated their progress in study. Nevertheless, the manual-labor feature was abolished when the college was removed to Columbia.

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FRANKLIN COLLEGE.

Franklin College, 5 miles east of Nashville, was founded in 1845 by Rev. Tolbert Fanning, a prominent man among the Disciples, or Christians. It was opened as a manual-labor school. Mr. Fanning aimed to bring education within the reach of the poor. The college was closed at the outbreak of the Civil war. The building was burned in 1866 and never rebuilt. The property is now devoted to the Fanning Orphan School.

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See Gospel Advocate, Nashville, September 16, 1891.

HIWASSEE COLLEGE.

Hiwassee College is in Monroe County, 7 miles from Sweetwater and 2 miles from Madisonville. The former is on the East Tennessee, Virginia and Georgia Railroad; the latter is on the Knoxville Southern Railroad. The design of the founders of Hiwassee College was "to afford in a rural locality to boys of limited means the opportunity of securing thorough mental culture at moderate expense." The college sprang from a school at Bat Creek camp ground, taught first by Dr. M. Gibson, a professor in Tusculum College, and then by Robert E. Doak, A. M. In order that the school might have room to expand into something more pretentious, four local preachers, John Key, Lewis Carter, John F. Gilbreath and Joseph Forshee procured what aid they could and put up a plain brick building for college purposes. This was in 1849. January 23, 1850, a charter was granted to Hiwassee College. Some years later the school passed under the control of the Holston Annual Conference of the Methodist Episcopal Church, south. The first graduate was D. M. Key, formerly Postmaster-General under President Hayes and now United States district court judge. Other prominent men were educated here. One hundred and two preachers have studied at Hiwassee. The college owns six buildings and 95 acres of campus. It does preparatory as well as collegiate work and teaches telegraphy, typewriting, and stenography. Its attendance is usually not far from 100. J. H. Brunner, A. M., D. D., is president. His colleagues in the faculty are four in number.

BETHEL COLLEGE.

"Bethel College is the property of the Cumberland Presbyterian church, held and controlled by the West Tennessee synod for educational purposes." It was founded by the West Tennessee synod in 1850 and located at McLemoresville. Its establishment was opposed on the ground that the church already had a college at Lebanon, Tenn., but the opposers were outvoted. Many students came to Bethel College in ante bellum days. Nearly everything was lost in the Civil war. Little or nothing was done towards reopening the school until 1871 and 1872. West Tennessee synod then coöperated with the board of trustees in resuscitating the college and removing its site to McKenzie, Carroll County, at the junction of two important railroads, for the railroads had passed McLemoresville by, leaving Bethel College off the highways of the world's life and thought.

Bethel College differs little from other small colleges in the State. It matters not whether an applicant for admission is desirous of learning to read Euripides or McGuffey's First Reader, he is received in either case. The enrollment in 1890-'91 was 275. How many of these were primary and preparatory students the catalogue does not state. The school has no endowment. It once had a small endowment, but it was lost in the war. Coeducation of the sexes has prevailed since the college was removed to McKenzie. There are a ministers' department, a teachers' department, and a commercial department. Music and art are taught. The college is to be commended for not making the master's degree as cheap a thing as some colleges make it. At Bethel the degree is conferred, not because one has lived three years after taking his bachelor's degree and is willing to pay \$5 for a diploma, but because he has completed a prescribed course of post-graduate study. The presidents of Bethel College have been Rev. J. N. Roach, A. B.; Rev. C. J. Bradley; Rev. Azel Freeman, D. D.; Rev. Felix Johnson, D. D.; Rev. B. W. McDonnold, D. D.; Rev. J. S. Howard, A. M.; Rev. W. W. Hendrix, D. D.; W. B. Sherrill, A. M.; J. L. Dickens, A. M.; and W. B. Sherrill again, who is the present incumbent.

BIBLIOGRAPHICAL NOTES.

See McDonnald's History of Cumberland Presbyterianism.

CARSON AND NEWMAN COLLEGE.

In 1851 the Baptist Educational Society of East Tennessee founded at Mossy Creek the Mossy Creek Missionary Baptist Seminary, with the special object of educating teachers and preachers of the Baptist denomination. Having compassed the end for which it was formed, the society merged its powers in those of the board of trustees of the seminary, and ceased to have an existence of its own. In 1855 the name of the school was changed to Mossy Creek College. During the

Civil war the large brick buildings of the college, three in number, were dismantled and the institution almost ruined. For this loss no indemnity was ever received from the Federal Government. In 1880 Mossy Creek College became Carson College, in honor of the memory of James Harvey Carson, who had left his fortune of some \$15,000 to assist young men studying for the ministry. In 1889 the school underwent a transformation more radical than a change of name; it became coeducational by union with Newman Female College, a school for girls, which had been running since 1885 in the old buildings of Carson College. The united schools were called Carson and Newman College. This experiment in coeducation is pronounced a success. The annual enrollment of students exceeds 300, a large portion of whom are in the collegiate department. A new college building is now being put up. Although Carson and Newman College has no organic connection with the church, its board of trust being independent and self-perpetuating, it is regarded as the Baptist college of East Tennessee. Rev. W. A. Montgomery, D. D., LL. D., president of the college and professor of metaphysics and theology since 1888, is one of the ablest ministers in the denomination; a man of strong convictions and rugged character, of logical and forceful mind.

LOOKOUT MOUNTAIN EDUCATIONAL INSTITUTION.

Just after the the war, when philanthropic people at the North were expending much wealth and energy upon the evangelization and education of the freedmen, Mr. C. R. Robert, of New York and others conceived the idea of establishing at some central, easily accessible point in the South a school for the education of white youth of both sexes. A spot 2,000 feet above the level of the sea on the summit of Lookout Mountain, near the Georgia State line, 5 miles from Chattanooga, was selected, and over 200 acres of land with some Government buildings standing thereon were purchased. Forty thousand dollars completed the buildings and equipped them for school purposes. The comprehensive name of Lookout Mountain Educational Institution was an elastic designation, intended to fit the school in whatever direction it might expand. The college classes were very small, and the institution was rather an academy and a normal school than a college. Nine hundred and fifty-three students were enrolled from the opening of the school in May, 1866, till the closing in June, 1872. Several thousand dollars were expended in helping needy students, the money coming from donations of the founders and others, from the Peabody appropriations for the normal department, and from various benevolent and educational society funds. But the institution had serious odds to fight against, among them protracted and vexatious litigation. These discouragements led Mr. Robert to close the school, sell the property, and transmit the proceeds to the trustees of Robert College, Constantinople.

The president of the school, Rev. C. F. P. Bancroft, A. M., became the principal of Phillips Academy, Andover, Mass.

U. S. GRANT UNIVERSITY.

EAST TENNESSEE WESLEYAN COLLEGE AND EAST TENNESSEE WESLEYAN UNIVERSITY.

At the reorganization of the Holston Annual Conference of the Methodist Episcopal Church, in the autumn of 1865, the need of a college for the white membership of the church in the central South was discussed. The recognition of this need and a desire to supply it led to the founding of East Tennessee Wesleyan College, at Athens, Tenn., under a charter obtained from the general assembly of March 9, 1866. Percival C. Wilson, M. A., was chosen president. The following year, 1867, by amendment of its charter, East Tennessee Wesleyan College became East Tennessee Wesleyan University. Among its trustees were Governor William G. Brownlow, Dr. John F. Spence, Dr. Thomas H. Pearne, and Maj. James H. Hornsby. On June 4, 1867, the board of trustees purchased, "for the use and behoof of the Holston Annual Conference of the Methodist Episcopal Church," the property formerly occupied by the Athens Female College, an institution once owned and controlled by the Independent Order of Odd Fellows, but now gone into financial insolvency. This property, comprising a three-story brick building and 12 acres of ground, became the seat of the East Tennessee Wesleyan University. The first president of the school under the amended charter was Rev. Nelson E. Cobleigh, D. D., who had been for several years editor of *Zion's Herald*, Boston. Dr. Cobleigh continued in the presidency until 1872, when he retired and assumed charge of the *Methodist Advocate*, of Atlanta, Ga. His successor, Rev. James A. Dean of Connecticut, resigned in 1875 because of the financial difficulties in which the college was becoming involved. Rev. John J. Manker, D. D., presiding elder of the Knoxville district, was then elected president, but declined to accept the office except upon the fulfillment of certain conditions. During the few months pending the final issue Dr. Manker performed some of the duties of the presidency, but refused to consider himself president. The conditions stipulated by him were not fulfilled, and his connection with the university came to an end.

Rev. John F. Spence, D. D., who had been at the head of the Knoxville Female College from 1865 to 1868 was now called to the presidency, and East Tennessee Wesleyan University entered upon a long era of prosperity. Being a man of energy and financial ability, Dr. Spence imparted new life to the institution. He relieved it of debt, erected new buildings, and largely increased the patronage. The school received liberal support from the Southern Aid Society and from many private persons, especially from members of the Methodist Episcopal Church.

GRANT MEMORIAL UNIVERSITY.

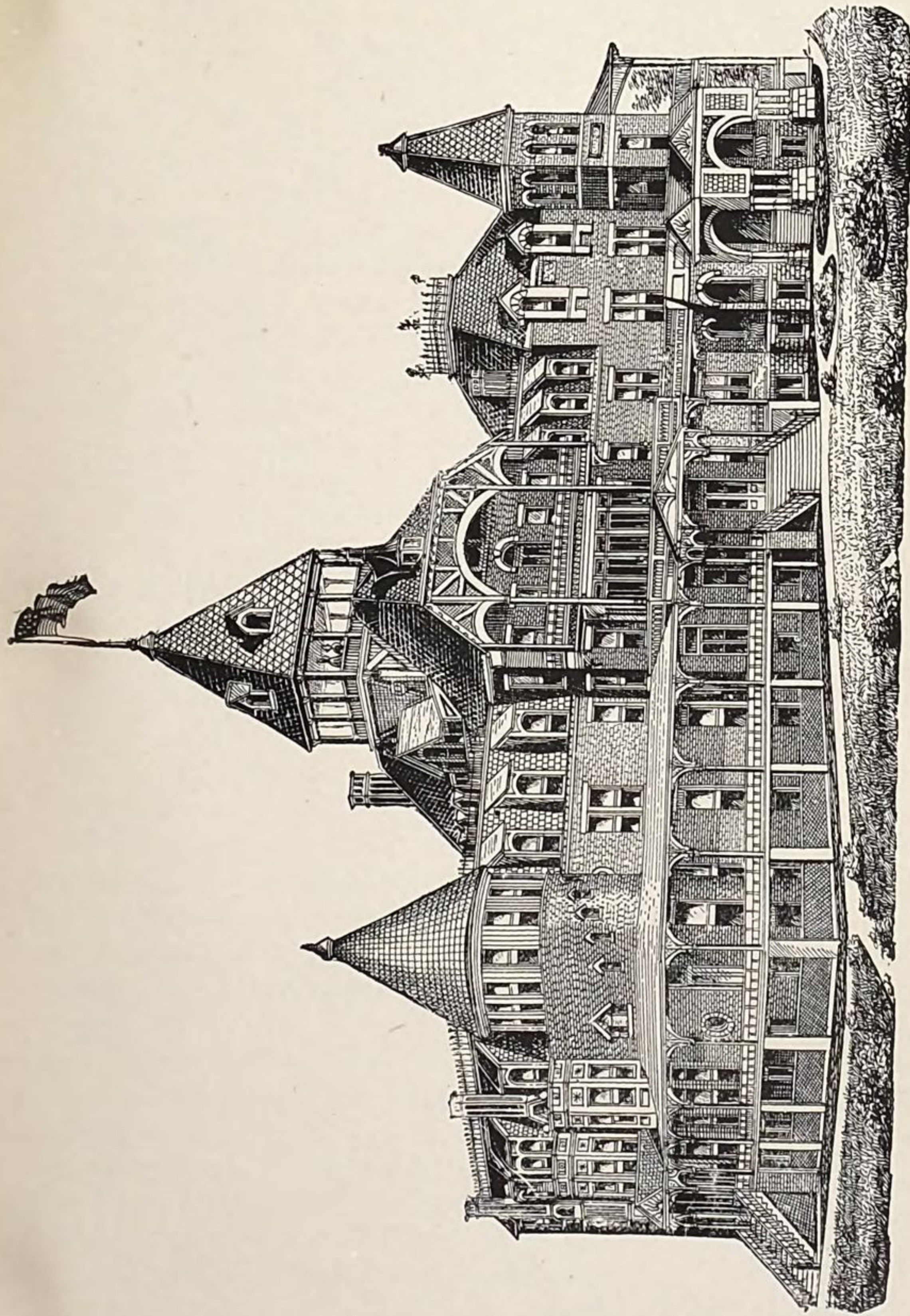
In 1886 the name of East Tennessee Wesleyan University was changed to Grant Memorial University. Gen. Grant had always supported the school and heartily sympathized with its aims. Hence it was that the friends of the school thought no fitter monument could be erected to his memory than that school itself

CHATTANOOGA UNIVERSITY.

Like the East Tennessee Wesleyan University, Chattanooga University was an institution of the Methodist Episcopal Church, the aim of the church being to make it her only university for her white conferences in the central South. It was established by the joint action of six conferences and of the Freedmen's Aid Society of the Methodist Episcopal Church. The citizens of Chattanooga contributed liberally to the purchase of the grounds. The charter bears date June 24, 1886. It provided for two classes of trustees—the one to be elected by the Freedmen's Aid Society, the other by the six conferences referred to above. The property of the university being owned by the Freedmen's Aid Society, to the society was secured the right of reversion. The property is very valuable, comprising a four-story brick building and 12 acres of ground, situated in what will in time be the center of the city, and so elevated as to command a magnificent view of the Tennessee River and of the mountains and hills around Chattanooga, including historic Lookout and Mission Ridge.

Here Chattanooga University opened its doors in September, 1886. Its history is marked by only a fair degree of prosperity. The agitation of the race question largely accounts for this. The charter intrusted to the board of trustees the power of adopting rules governing the admission of students. But the school owed its foundation to the Freedmen's Aid Society, and it was feared that negroes would claim admittance. Although these apprehensions, as it afterwards appeared, had little warrant, yet the school was injured by them. In 1888 the Freedmen's Aid Society was changed into the Freedmen's Aid and Southern Education Society, and the educational work of the church among both whites and blacks was placed under its direction, thereby putting beyond cavil the right of the society to expend money for the exclusive benefit of whites and relieving Chattanooga University of a terrible incubus.

The university included five departments: The college of liberal arts, the academic or preparatory department, the school of theology, the music department, and the art department. In 1889, the year in which the separate existence of the college came to an end, the attendance was 161. Rev. Edward S. Lewis, D. D., was the president of the university from its organization. He was assisted in the work of instruction by a faculty of eight professors and instructors.



U. S. GRANT UNIVERSITY—SCIENCE HALL.

U. S. GRANT UNIVERSITY.

In 1889 Chattanooga University and Grant Memorial University, institutions of the same church and occupying much the same field, were consolidated under one charter and one board of trustees. The name, U. S. Grant University, given to the consolidated schools serves still to recall the memory of the great soldier in whose honor Grant Memorial University was named. Dr. John F. Spence, president of Grant Memorial University, was put at the head of the new university with the title of chancellor. The two schools could never have heartily coöperated with each other, nor could their union have been a real one, had not all grounds of rivalry been removed. Because of this and other obvious reasons some departments of the university were located exclusively at Athens, while others were located exclusively at Chattanooga. The theological and technological departments are at Athens; the collegiate, medical, and law departments are at Chattanooga. Preparatory and music departments, however, are found at both places. Such students as were pursuing the collegiate course at Athens when the schools were united are permitted to complete the course and graduate there. Connected with the university are seventeen scholastic gymnasia, or affiliated academies, having the same course of study as the preparatory department of the university. These academies are situated in Virginia, North Carolina, Georgia, Tennessee, and Alabama, and are intended, of course, as feeders to the university. The medical department has been running since the autumn of 1889; the law school was organized in the summer of 1891. The technological department, created in response to the growing sentiment in favor of manual training, and under the superintendency of Prof. H. G. Sedgwick, of Central Tennessee College, is designed to teach the general principles that underlie all trades. The three years' course includes, besides drawing and practical work in the shops, instruction in such subjects as physics, mechanics, physical geography, chemistry, metallurgy, and English. The course affords an excellent basis for courses in engineering—civil, mining, mechanical. Some future day may see the establishment of a department of engineering. For the year 1890-'91 the total enrollment at Athens and Chattanooga was 622. A large proportion of the students are females.

At the close of the year 1890-'91 Bishop I. W. Joyce was elected chancellor, vice Dr. John F. Spence, Dr. Spence becoming financial agent of the university under the title of president of the university. In the absence of Bishop Joyce he will serve as chancellor.

The board of trustees of U. S. Grant University is a self-perpetuating body, but charter stipulations as to the faith of its members, as to the mode of tenure of university property, and as to the policy and teaching of the university will operate effectually to keep the institution under the wing of the church. The property of the university both

at Athens and at Chattanooga, valued at \$300,000, is owned by the Freedmen's Aid and Southern Education Society, the transfer of the property at Athens having been effected the past year; but the relations of the university and the society are of mutual understanding and not of charter stipulation, as was the case with Chattanooga University.

U. S. Grant University is chartered under the laws of Tennessee and has its board of trustees and elects its faculty subject to the approval of this society. This is the understanding so long as the society contributes largely to the support of the institution.

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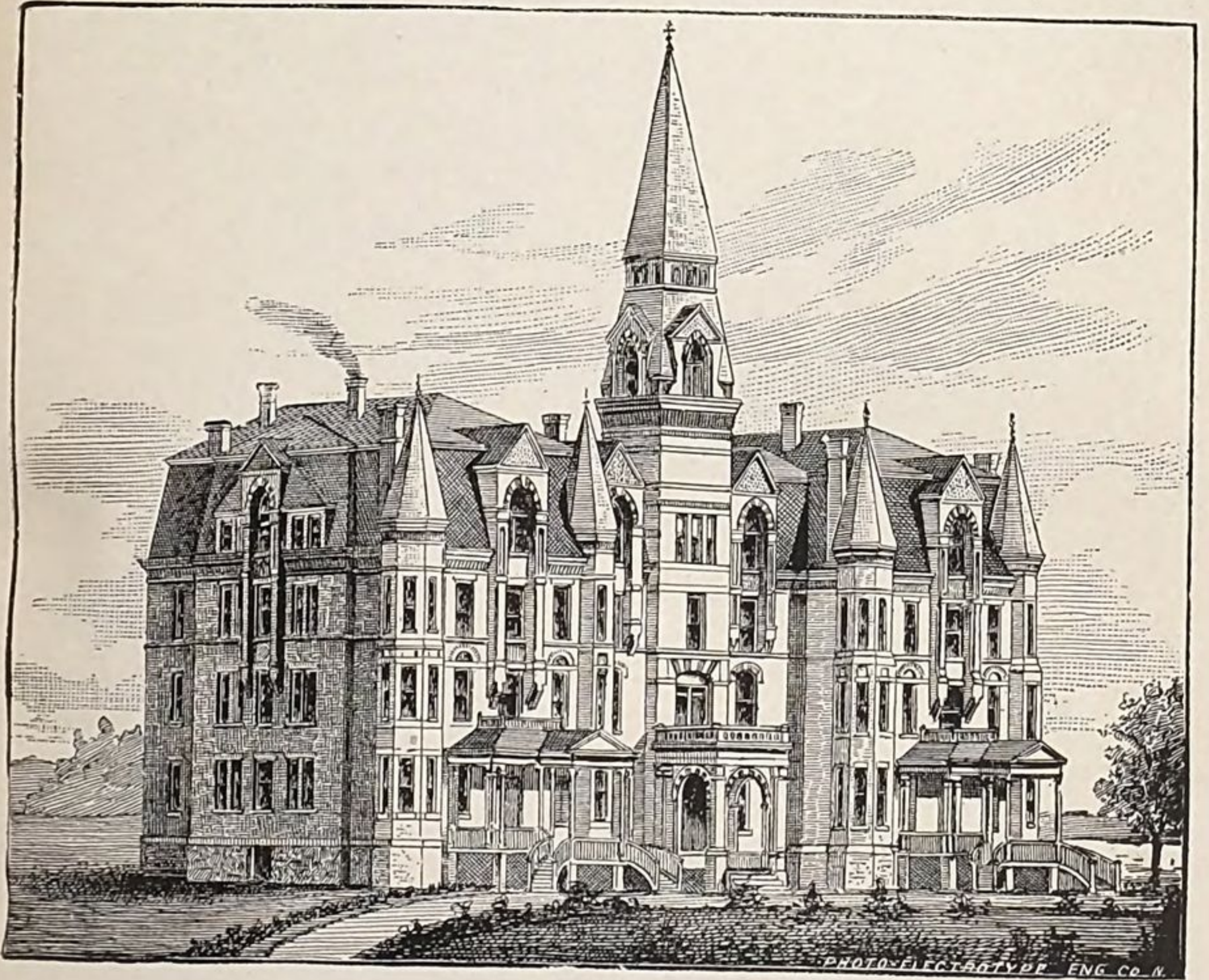
Manuscript histories of U. S. Grant University, by Dr. John F. Spence and Bishop I. W. Joyce; charter of Grant Memorial University (U. S. Grant University), March 26, 1889; printed matter of the Freedmen's Aid and Southern Education Society on their educational work, 1891.

KING COLLEGE.

King College is under the control of Holston Presbytery of the Southern Presbyterian Church, and is the only college of that branch of the denomination between Hampden Sidney College, in Virginia, and Southwestern Presbyterian University at Clarksville, Tennessee, a distance of 700 miles. It originated in the fall of 1866 with a gift of the Rev. James King, consisting of 25 acres of land and 3 dwelling houses in the suburbs of the town of Bristol. With this gift as a basis the Presbytery of Holston founded the Bristol high school under Rev. J. D. Tadlock, D. D., as principal. In 1869 the school was chartered as King College. Dr. Tadlock continued at its head until 1884, when he was succeeded by Rev. J. Albert Wallace, D. D., the present president. The college has a small endowment fund, but it is still cramped in its work and influence for want of means. Like many other schools in the State, it has attempted the work of a college without adequate facilities. It has grammar school and preparatory departments and much of its instruction is elementary. The attendance has been somewhat less than 100; for 1890-'91 it was 97. A prime object of the institution is the education of ministers; during its short history it has given 45 young men to the ministry. The insufficiency of the buildings and the proximity of the present location to the center of the town—the town having in time grown around it—have led the curators to accept gifts of land and money coupled with the condition of a change of location to a beautiful eminence south of the town. It is expected that the new buildings will be ready for occupation by September, 1892.

CHRISTIAN BROTHERS' COLLEGE.

As is well known the Brothers of the Christian Schools are a society of religious teachers in the Catholic church who devote their lives to



U. S. GRANT UNIVERSITY—THEOLOGICAL BUILDING.

the cause of education. As far back as 1864 efforts were made to induce them to establish one of their schools at Memphis, but they were not able to do so until October, 1871, when the great Chicago fire destroyed several of their institutions and released many of their teachers. The citizens of Memphis subscribed the greater part of the first installment of \$5,000 paid on the college property. Financial difficulties and epidemics threatened the very existence of the school in its earlier years. But since 1879 Memphis has been a healthy city and the college has prospered greatly.

The instruction given extends from the primary branches up through the studies of the senior college class. It embraces a business course and courses in music and drawing. The college is favorably known for the work of its students in crayon, free-hand, architectural, and mechanical drawing. Public exhibits are made every year and honors have been won at European and American expositions.

WINCHESTER NORMAL.

On the first of January, 1872, R. A. Clark opened a school in Carrick Academy, Winchester, Tenn. At the beginning of the second year he associated with him J. M. Bledsoe. In 1878 negotiations were opened with J. W. Terrill which resulted in the organization of the Winchester Normal, with Prof. Terrill as president. In 1881 Prof. Bledsoe resigned, whereupon Greek was dropped from the curriculum and Latin and mathematics were cut down. In 1889 President Terrill and the entire faculty, with the exception of Prof. Clark, resigned. The trustees then made Prof. Clark president, with power to name his colleagues. He has 12 assistants—4 male and 8 female. The Normal has primary, grammar school, and college departments, and offers courses in music, art, elocution, bookkeeping, stenography, and typewriting. A teachers' class is organized each term for the benefit of those who intend to make teaching a profession, and the theory and practice of teaching are studied. The diploma of the institution is given on completing the schools of English and history, mathematics, natural science, moral philosophy, Latin and Greek. If certain special advanced work is done in Latin and Greek or in two modern languages and in English and biology the degree of A. B. is conferred. The degree of B. S., likewise, requires special work. The school is coeducational. It has no endowment. Admitting, as it does, students of any age, the enrollment is naturally large. In 1890-'91 it was 444.

MILLIGAN COLLEGE.

Buffalo Institute was chartered in 1868. It had a doubtful sort of existence until 1875. That year it began the life of a regular academy with from two to four teachers and from 100 to 200 pupils. In 1881 a new building was erected, and in 1882 the school was chartered as Milligan

College. Milligan College is situated in the village of Milligan, 4 miles from Johnson City and 30 miles from Roan Mountain, on the North Carolina line. Though the trustees of the college are members of the Christian Church, they are independent of any church control. There is no endowment. Grounds and buildings are valued at \$15,000. The institution is coeducational. Connected with Milligan College is Milligan Business College. There are also a preparatory department and a normal course for the training of teachers. J. Hopwood, A. M., has been at the head of the school since 1875. Last year (1890-'91) 173 students were in attendance; 101 of them were in collegiate classes. The first graduates were of the year 1882. There have been in all 49 graduates.

CHAPTER X.

COLLEGES FOR WOMEN.

NASHVILLE FEMALE ACADEMY.

Fisk's Female Academy was chartered at Hilham, Overton county, September 11, 1806. A female academy was chartered at Knoxville in 1811, and the female academy at Maysville, Blount county, was chartered in 1813. These were all the female academies that were chartered in Tennessee before the establishment of the Nashville Female Academy.¹

Early in 1816, Robert White, Thomas Claiborne, and a number of others resolved upon the establishment of a female academy in Nashville. July 4, 1816, they bought 3 acres of land from David McGavack for the use of the academy, paying for it \$1,500. August 4, 1817, the Nashville Female Academy was opened, with Dr. Daniel Berry and wife, of Massachusetts, as principals. A charter was granted by the legislature on the 3d of the following October. The charter appointed a board of seven trustees—Robert White, Robert Searcy, Felix Grundy, John P. Erwin, John Baird, Joseph T. Elliston, and James Trimble—who were to act until the first Monday in January, when they were to give way to a new board of seven trustees chosen by the stockholders of the academy. Thereafter once a year a new board appointed in the same way was to supplant the old one. Dr. Berry and his wife severed their connection with the academy in July, 1819, and were succeeded by Rev. William Hume. The beautiful life and character of Mr. Hume have already been spoken of in relating the history of Cumberland College and the University of Nashville. His relations with the Nashville Female Academy were not broken except by death. He died in 1833. His successor was Dr. R. A. Lapsley, who remained until 1837. Dr. Lapsley was followed by Dr. W. A. Scott. After a year incumbency Dr. Scott made way for Dr. Lapsley and Dr. C. D. Elliott as joint principals. In 1844 Dr. Elliott became sole principal and held the place as long as the life of the academy lasted. The patronage of Nashville Female Academy was large. After 1850 the attendance never fell below 300 except once, and that was the academy's last year, just at the close of the war. In 1860 the number of students in attendance was 513. The school had a widespread reputation. At the same time it was thoroughly identified with Nashville, and the "Old Academy," as

¹ Crew's History of Nashville.

it was called, grew to be very dear to the hearts of her people. When Lafayette came to Nashville in 1825, it had a share in his reception. In 1846 it presented a flag to the First Regiment Mexican Volunteers, and in 1861 another to the First Regiment Confederate Volunteers.

The academy grounds and buildings occupied 5 acres, a whole square, on Church street, just east of the depot of the Nashville, Chattanooga and St. Louis Railway. The buildings fronted 180 feet on Church street and ran back 280 feet. Federal soldiers took possession of the academy property in 1862. With the year 1861 the life of the institution had virtually come to an end. The resumption of 1866 was only a temporary resuscitation, and that not in the academy buildings, which were still occupied by the troops, but in the buildings of the Shelby Medical College, on Broad street. The academy might have obtained a new and lasting lease upon life had it not become the subject of protracted litigation, which put an end to its existence.

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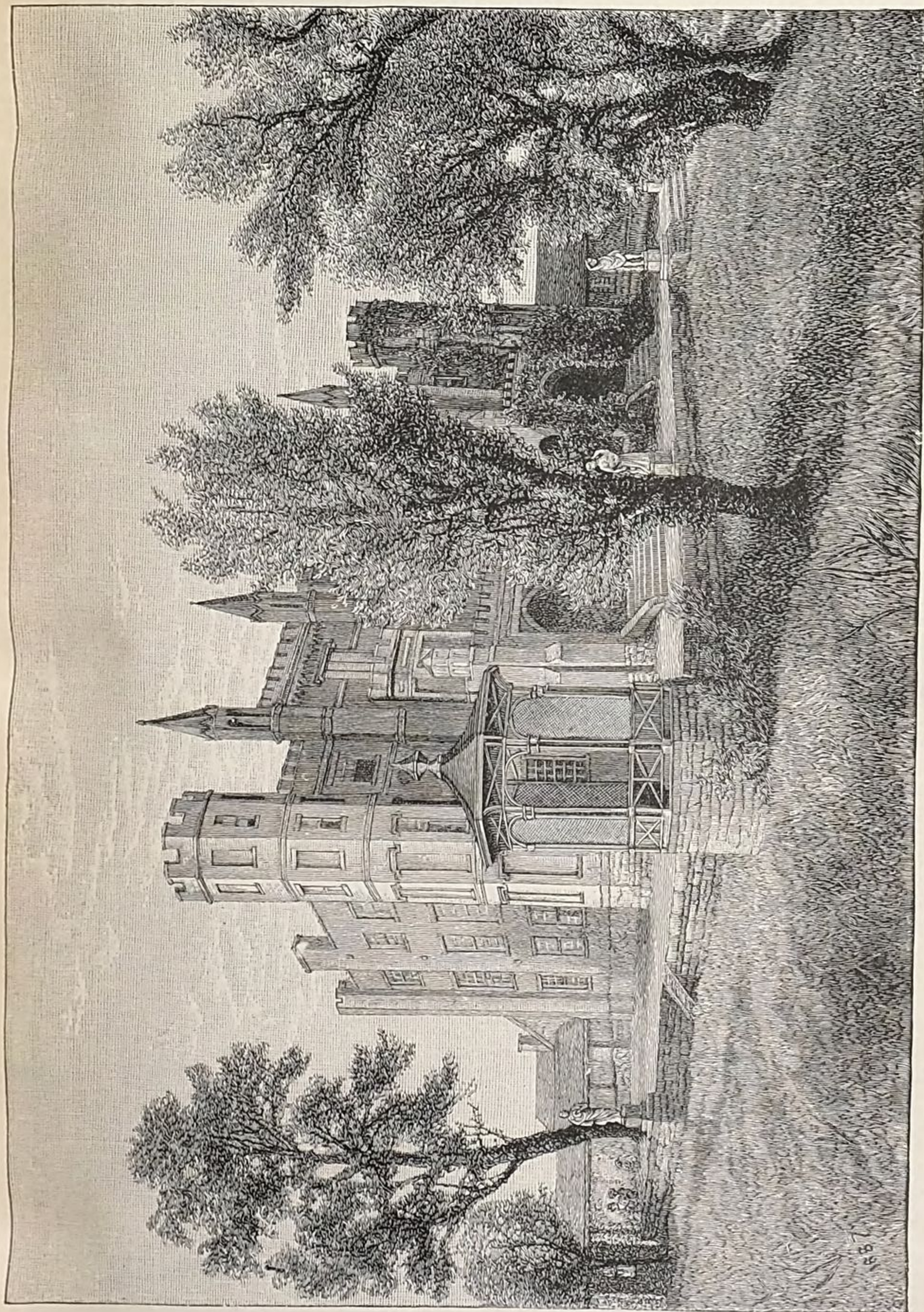
COLUMBIA FEMALE INSTITUTE.

The Columbia Female Institute is situated in the suburbs of Columbia. It occupies an old-style castellated structure located on a hill and surrounded by forest trees. The institute was founded as long ago as 1836 by Bishops Leonidas Polk and James Hervey Otey, of the Protestant Episcopal Church. The man who founded the Columbia Athenæum, Rev. Franklin G. Smith, was for the fourteen years preceding its founding the principal of the institute. Bishop Otey labored much and sacrificed much in setting the institute going and in keeping it going after it was started. He wrote in 1852:

I have spent the best energies of my soul and passed the most vigorous years of my life in its [the institute's] cause, or it would have been hopelessly ruined by its load of debt. For five or six years I have labored incessantly, being sometimes absent for six months from my house and family in my efforts to raise funds for its relief. I have worked hard and worked long without hope of fee or reward other than the humble expectation of being serviceable to the people among whom Providence has cast my lot.

In 1852 Rev. W. H. Hardin succeeded Rev. Franklin G. Smith as principal of the institute. With the advent of the war came Federal troops, who occupied the college building and injured it so that it had to be repaired before it could be used again for school purposes. The expense of restoration was borne by Rev. George T. Beckett, S. T. D., who in 1866 became the principal of the institute and who has occupied the position ever since.

It has been seen how much the institute owes to the unrewarded labors of Bishop Otey; it was now to contract another debt of gratitude. In 1878 Miss Margaretta Bowles, traveling through the South



COLUMBIA FEMALE INSTITUTE.

to find a school to which to donate her museum, the collection of forty years, selected the institute for the purpose. But this was not all; for the remainder of her life—nine years—she taught gratuitously in the institute. By her will she left all her unentailed property to her beloved school. The Margareta Bowles Memorial Hall keeps green the memory of one who did so much for the institution. The library of the institute contains 10,000 volumes. The faculty numbers thirteen, and the average attendance is about 150.

MEMPHIS CONFERENCE FEMALE INSTITUTE.

Memphis Conference Female Institute is a school for girls, situated at Jackson and conducted under Methodist auspices. The board of trustees fills its own vacancies, but it holds the property for the benefit of the Memphis conference of the Methodist Episcopal Church, South; hence the name of the school. The institute was chartered in 1843 and opened in 1844. The building occupied by the institute was originally designed for a town academy. Rev. Lorenzo Lee was the first president. He filled the office until 1853, when he was succeeded by A. W. Jones, A. M., D. D., a professor in the school from the beginning. Dr. Jones is to this day the head of Memphis Conference Female Institute, having been in its service for nearly half a century. Soon after his accession to the presidency he built an addition to the original college structure at his own expense. In 1884-'85 another wing was added by Dr. Jones with some assistance from the community. Six hundred or more young women have received the diploma of the institute. The library numbers 4,000 volumes, and the value of the grounds and buildings, according to the last report of the United States Commissioner of Education, is \$45,000.

MARY SHARP COLLEGE.

The claim of Mary Sharp College, that this was the first college for women to make Latin and Greek a requisite for graduation, is borne out by the following self-explanatory communication:

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., July 5, 1884.

SIR: In reply to your letter of the 8th ultimo, making inquiry "whether a diploma was ever given for a liberal education (one in which Latin and Greek were required as a *sine qua non* for the degree of A. B.) before 1853, at which time they (the trustees) conferred the degree of A. B. upon two young ladies, having completed the curriculum of the college," I beg to inform you that none of the colleges for "females" reporting to this office required Latin and Greek as a *sine qua non* for the degree of A. B. prior to 1853.

I am, your obedient servant,

JOHN EATON,
U. S. Commissioner of Education.

Z. C. GRAVES,
President of Mary Sharp College,
Winchester, Tenn.

It may be said without invidiousness that the Mary Sharp has been more of a genuine college than any other female school in Tennessee. Her standard of scholarship has been much higher than that of the other schools. Her courses of study have been comprehensive and advanced, and her training has been careful and thorough, while the education given by so many "colleges" in the State has been little more than a superficial polish. The course in mathematics is quite severe, embracing trigonometry, conic sections, and analytical geometry, calculus, and mathematical philosophy. Theoretical and mathematical, as well as descriptive, astronomy are taught. In the senior Latin class, Livy, Tacitus' "Germania" and "Agricola," and Latin prose composition are studied; and in the senior Greek class, Thucydides and Plato, the "Prometheus" of Æschylus, or other Greek tragedy, and Greek prose composition. In 1877 a new degree, L. B., was created, for which Latin and Greek were not required. Up to that time A. B. and A. M. had been the only degrees conferred. Many graduates of the Mary Sharp have become teachers, the possession of her diploma being of itself a favorable recommendation.

Z. C. Graves, A. M., LL. D., was the only president of the college for thirty-nine years, from its opening in 1850 until 1889, and to him its high character has been largely due. He is a man of great gifts as a teacher, and he has had some able colleagues, who have contributed much to the success of the school. When the eminent Joseph H. Eaton, chancellor of Union University, died, Dr. Graves was offered the vacant position, but he declined it.

In 1850 the Tennessee and Alabama Female Institute was founded in the town of Winchester, and Dr. Graves was called from Kingsville, Ohio, to its presidency. He started with hardly any of the proper facilities, and it was three years or more before the college building was completed and occupied. After some time Mrs. Mary Sharp, a wealthy widow of the vicinity, made a gift to the institute, and its name was changed to Mary Sharp College. This was an era of prosperity in the history of the institution. When Fort Donelson fell there were 321 students in attendance, but now they were dispersed and the college closed for a year. During several weeks the building was the headquarters of Rosecrans's command. Military occupation left it in a dilapidated condition. * Again the president had to equip the school at his own expense. The advances he made caused some trouble and litigations. In 1889 Dr. Graves's long connection with the institution, which was so much the product of his own hand and heart and brain, came to an end. He was succeeded by Rev. John L. Johnson, D. D., LL. D., who was for sixteen years professor of English literature in the University of Mississippi. In 1891 Dr. Johnson resigned, and Rev. Otis Malvin Sutton, A. M., was elected to the presidency. Mr. Sutton is a young man, and will, it is hoped, infuse new life into the old college and bring back its pristine prosperity.

The Mary Sharp is a Baptist institution. It sustains no official relation to the church, but two-thirds of its 25 trustees must be Baptists. It has no endowment, but depends wholly on fees. Its property is valued at \$20,000.

THE ROGERSVILLE SYNODICAL COLLEGE.

Rogersville Synodical College, situated in the suburbs of Rogersville, East Tennessee, is the property of the Presbyterian Synod of Nashville, and is under the direct control of a board of trustees appointed by the synod. This school has passed through many hands and has seen many vicissitudes. The corner-stone of the Odd Fellows' Female Seminary was laid July 4, 1849, and in September of the following year the seminary was thrown open to students. Rev. W. D. Jones, D. D., was the first president. After him came Rev. A. W. Cummings, D. D., Rev. James Park, D. D., Rev. A. W. Wilson, Rev. A. H. Dashiell, D. D., and Dr. H. B. Todd. The Odd Fellows' lodge was not able to pay the debts created in purchasing the original building and in making subsequent improvements, and the property was sold to a joint stock company, consisting of members of the Old and New School Presbyterian churches of the town. The Old School denomination eventually became sole owners of the property. The school prospered in the years before the war, and even in the earlier years of the war itself before the Federal troops occupied East Tennessee. The history of the college for some time after the war is a tangled maze. First the property was sold by order of the chancery court, and was bought by Northern purchasers, who had come to Rogersville during the war. It was again sold, and then or eventually came into the hands of the Presbyterians. About 1880 it became the possession of its present owner, the Synod of Nashville. In 1883 Mrs. F. A. Ross was made principal of the college. In 1890 the present principal, Prof. William M. Graybill, came into office. After the war and prior to the incumbency of Mrs. Ross the school was in a languishing condition, except during the administration of Rev. J. W. Bachman, D. D., 1872-'73, and Rev. A. W. Wilson. Under Dr. Bachman's guidance it bid fair to regain its old-time popularity and prestige. Since the advent of Mrs. Ross the institution has been highly prosperous. In 1890-'91 it had 170 students and employed 13 teachers. It has no endowment, but it is out of debt, and owns college property worth \$60,000. A department of dressmaking has recently been added to the course of instruction. After a visit to the college Rev. Dr. A. D. Mayo, of Boston, said of President Graybill:

The college is fortunate above all in its president, a man of great breadth of sympathy, solid acquirements, valuable experience, and thorough knowledge of the educational needs of the people in this interesting portion of the country.

ST. AGNES ACADEMY.

St. Agnes Academy is a school of the Sisters of St. Dominic, enjoying, by virtue of its charter, collegiate rights and privileges. The

buildings stand in the center of extensive and highly improved grounds in a retired part of the city of Memphis. The institution dates from January 1, 1850. It was established through the instrumentality of Rev. T. L. Grace, pastor of St. Peter's, Memphis. He secured a number of Sisters from the Dominican Convent at St. Catherine's, Kentucky, and they were incorporated as the St. Agnes Female Literary Society. Previous to the war and for some years after the patronage of the school was large from all the Southern States, but it has fallen off since then, owing to the establishment of so many other schools and to the disastrous effects of yellow-fever epidemics. That St. Agnes has excellent graduates is evidenced by the fact that the young lady who is now for the second term superintendent of county schools is an alumnus of the academy.

CUMBERLAND FEMALE COLLEGE.

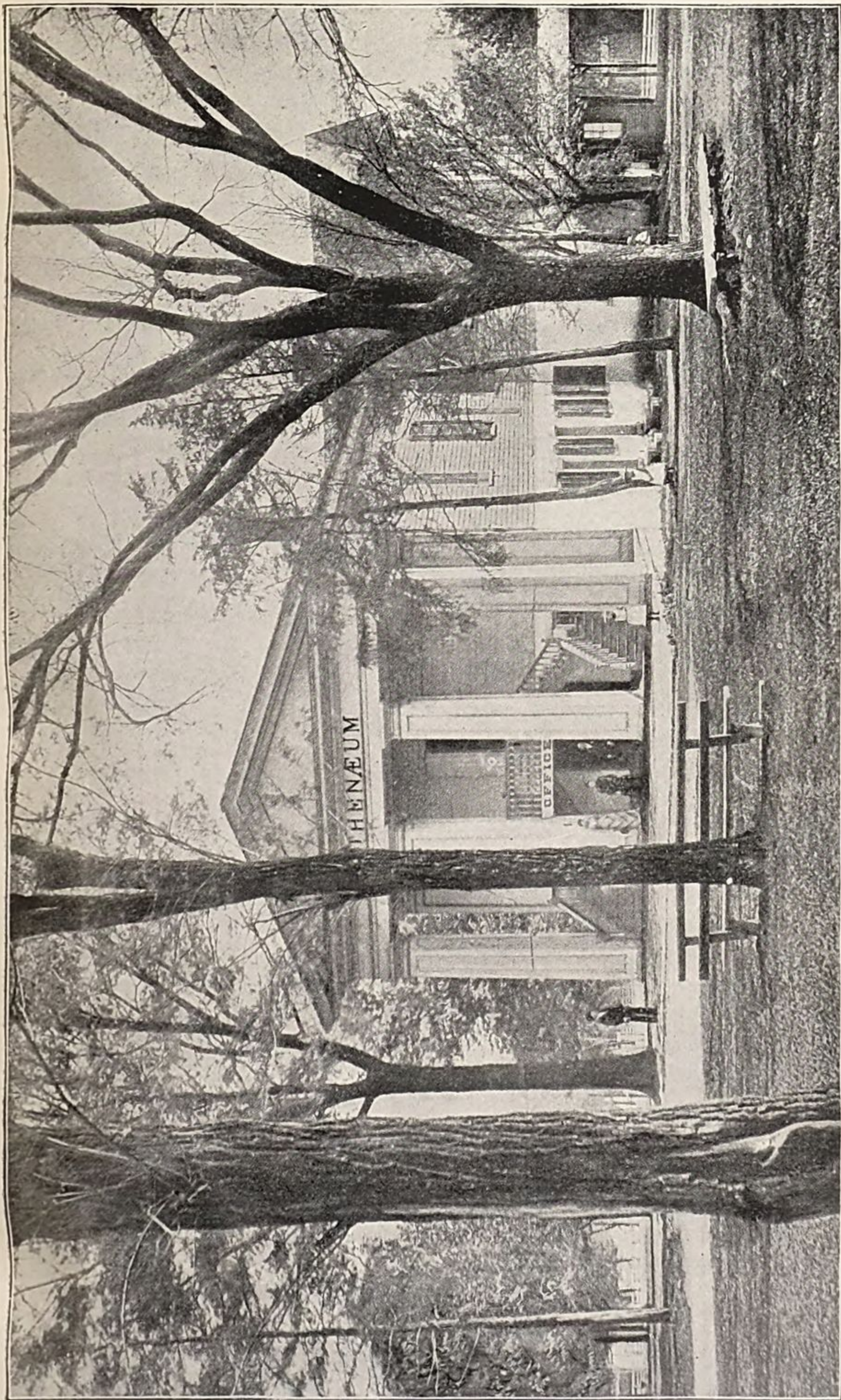
Cumberland Female College was organized in 1850 and placed under the management and control of the Middle Tennessee Synod of the Cumberland Presbyterian Church. It was located in the town of McMinnville, in Middle Tennessee, at the foot of the Cumberland range, which is in full view east and south. The war forced the school to close and left of its building nothing but naked walls. Despite the disheartening prospect the building was refitted and the school reopened; and now it is on a firmer basis than ever. Recently two wings were added to the original college building, making a total frontage of over 200 feet. In 1888 the board of trustees leased the property and transferred the financial management to the Cumberland Female College Association for a term of years, retaining for themselves only such duties as the charter renders obligatory. The college has in all departments twelve teachers. The president, who is also professor of languages and natural science, is N. J. Finney, A. M. The presidents since the foundation of the school have been: Rev. A. M. Stone, 1851-'55; Rev. J. M. Gill, 1855-'57; D. M. Donnell, A. M., 1857-'71; A. M. Burney, A. M., 1871-'80, and N. J. Finney, A. M., 1880.

BIBLIOGRAPHICAL NOTE.

See McDonnold's History of the Cumberland Presbyterian Church.

COLUMBIA ATHENÆUM.

Columbia Athenæum is one of the old and well-established schools of the State and consequently enjoys the advantages which the memories and traditions of years always give to an institution of learning. In 1837 Rev. Franklin Gillette Smith, A. M., who had begun teaching as long ago as 1812, left Lynchburg, Va., and came to live and teach in Columbia, Maury County, Middle Tennessee. From 1838 to 1852 he was the principal of the Columbia Female Institute. In 1852 he founded



COLUMBIA ATHENÆUM.

the Athenæum, and in 1858 he secured its incorporation by the legislature with a self-perpetuating board of trustees, independent of any external control. The Athenæum is thus free from all ecclesiastical restraint. Mr. Smith, assisted by his able and accomplished wife, Sarah Ann Smith, administered the affairs of the school until his death, in 1866. Mrs. Smith succeeded her husband. When she died, in 1871, her oldest son, Robert D. Smith, A. M., stepped into her place. Thus the Athenæum has never felt the friction resulting from the discordant policies of presidents holding diverse views.

The college grounds are 16 acres in extent and lie at the western edge of Columbia. Grounds and buildings are worth \$100,000 according to the published report of the United States Commissioner of Education for 1887-'88. The buildings are situated on an elevation partly covered by a grove of forest trees and affording a wide view of the town and the surrounding country. The buildings are the main Doric structure, 115 by 75 feet; Davis Hall, the boarding department; the rotunda and pavilion; the rectory; the gymnasium; and various out-houses. The library contains nearly 10,000 volumes. There are \$4,000 worth of scientific apparatus, a large museum of natural-history specimens, and a fine art collection. At the present writing the Athenæum employs, including the president, twenty-three officers and teachers. Much of this talent is devoted to primary and preparatory pupils. The annual enrollment during the thirty-nine years of the Athenæum's history has ranged from 125 to 350 and she counts her alumni by the thousands.

BROWNSVILLE FEMALE COLLEGE.

This board could not but feel, however, that the endowment of Union University [Baptist college at Murfreesboro] at best but half supplied our educational desideratum; could not but feel our dependence upon others in a matter of great and vital importance to ourselves as a denomination while we remained destitute of the means of educating our own daughters.

The above is taken from a report of the board of education to the Baptist General Association of Tennessee in 1848. Pursuant to the sentiment here expressed the board had the year before applied for and received a charter for the Tennessee Female Institute. At the meeting of the Baptist General Association in 1849 the association requested the trustees of Tennessee Female Institute to take measures for putting the proposed school into operation as soon as practicable.

In the proceedings of the West Tennessee Baptist convention in 1850 we find that a building committee was appointed to accept \$10,000 that had been subscribed by the Baptist church of Brownsville for the purpose of securing the location of the female institute contemplated by the convention and to purchase a site in or near Brownsville. The committee was also authorized to raise the additional funds necessary to improve the site and erect a building. What connection the plans

and efforts of the Baptist General Association to establish a female school had with those of the West Tennessee Baptist Convention we do not know. The Brownsville school, it seems, obtained a charter of its own in 1852 under the legal name of West Tennessee Baptist Female College. The members of the first board of trustees were appointed by the West Tennessee Baptist convention. Thereafter the board was self-perpetuating. The school remained the property of the West Tennessee Baptist Convention until the latter was merged in the Baptist General Convention of Tennessee in 1874. Since then it has been owned by the Brownsville Baptist Church, although controlled by the self-perpetuating board of trustees. The members of the board are all Baptists, though not necessarily communicants of the Brownsville church.

The college was opened in September, 1851, with Rev. Harvey Ball, professor of languages, in charge. Rev. John B. White, A. M., president of Wake Forest College, North Carolina, was called to the presidency, but owing to sickness in his family he did not definitely enter upon his duties until September, 1853. After holding the presidency a year or two, Prof. White was succeeded by W. W. Hawkins, of Kentucky, who was, however, only president *pro tem*. Rev. Dr. William Shelton was president from 1856 to 1866. During the war the college was suspended and Dr. Shelton taught a private school in the college buildings. Brownsville College was fortunate enough not to suffer any loss to her grounds and buildings from the war. At the head of the college since the presidency of Dr. Shelton have been Rev. A. B. Cabaniss, a returned missionary to China, 1866-'68; Rev. I. R. Branhams, 1868-'76; Rev. Dr. G. W. Johnson, 1876-'78; R. A. Binford, 1878-'80; Misses Sue Young and Mary Thomas, 1880-'81; Patrick H. Eager, A. M., 1881-'87; Rev. J. D. Anderson, A. M., 1887-'88, and Rev. Th. Smith, A. M., 1888—. Prof. Smith was for eight years professor of Latin in Georgetown College, Georgetown, Ky.

The administration of President Smith has been energetic and progressive. The attendance has grown rapidly, being 99, 136, and 187 for the last three years, in order. The most elementary instruction is given at the same time that calculus and Greek, astronomy, and Anglo-Saxon are taught. It is the president's ambition to put scholarship upon as firm a basis here as it is at any American female college. For mistress of arts, the highest degree of the institution, successful examinations must be passed in the schools of English, Latin, French, German, natural science, mental and moral science, mathematics, history, political economy, and civics. Greek, calculus, Anglo-Saxon, and Spanish are offered as optional studies.

BIBLIOGRAPHICAL NOTE.

See minutes of proceedings of the Baptist General Association of Tennessee and of the West Tennessee Baptist Convention.

SOULE COLLEGE.

Soule College was founded at Murfreesboro in 1852 by the Methodist Episcopal Church South and remained under its auspices until 1889. The presidents of the college during this time were Rev. D. D. Moore, Rev. J. B. West, D. D., and Rev. John R. Thompson, A. M. President Thompson bought the property of the school from the church conference. In 1889 he sold it to J. G. Paty, the present owner. Mr. Paty is also secretary and treasurer of the college and professor of Greek. Dr. Z. C. Graves, the celebrated president of Mary Sharp College, resigned in 1889 and was secured for the presidency of Soule College. A number of his colleagues, having resigned at the same time, came with him to Murfreesboro. Prof. Paty was one of them. The new administration is succeeding. The enrollment of pupils last year was 208. The college building has been enlarged, the faculty strengthened, and new apparatus procured. For the degree of B. A. either Latin or Greek is required and for M. A. both are necessary.

The curriculum has been arranged to meet the imperative demands for a broader and deeper education for woman. All superficial training is deprecated as unworthy of the aims of earnest students. The main idea has been and shall be to teach the student to think.

TENNESSEE FEMALE COLLEGE.

Chartered in 1856 and opened in 1857, Tennessee Female College was the work chiefly of John Marshall, a gifted lawyer of Franklin. The school was placed under the patronage of the Tennessee annual conference of the Methodist Episcopal Church South. The ownership of the property was vested in a stock company. The first president was John M. Sharp and the second was a Mr. Callendar. With the fall of Fort Donelson, in February, 1862, the school was closed. After the battle of Franklin the college building was used as a hospital for wounded soldiers. From 1865 to 1868 the school was in the hands of one Callaghan. During this period the institution did not prosper. When the college was committed to the fostering care of the Tennessee annual conference it was encumbered with a debt of \$6,000 or \$7,000. By 1868 the debt had swelled to \$10,000. For this sum the school was now sold to R. K. Hargrove, since become a bishop of the Methodist Episcopal Church South, who conducted it for five years. It was then bought by William J. Vaughn, for many years a professor in the University of Alabama, now a professor in Vanderbilt University. Dr. Vaughn was president of Tennessee Female College from 1873 to 1878. In 1878 Dr. Hargrove repurchased the property and ran the school for two years. He and Vaughn raised the standard of the institution above the level of the ordinary female school in Tennessee, but the uplift was owing to the individual impetus imparted by able presidents and not to permanent conditions. In 1880 Dr. Hargrove leased the school to Mrs. M. E. Clark. After his election to the bishopric, in

1882, he gave the property to his children. At the expiration of Mrs. Clark's lease, in 1885, the property was purchased by Mr. Thomas Edgerton. In 1886 the college building was destroyed by fire. It was rebuilt by a stock company and Edgerton was continued as president. Very recently the school has been leased to Rev. Wilbur F. Wilson, of Arkansas.

ST. CECILIA ACADEMY.

St. Cecilia Academy, Nashville, is another school of the Dominican Sisters. It was founded in 1860 by the Rt. Rev. J. Whealan and put in charge of Dominican Sisters from Ohio. In 1861 a charter was obtained. The school did not decline during the war, but continued in successful operation. It was at first under the patronage of its founder, later under that of the Rt. Rev. P. A. Feehan, and now under that of the Rt. Rev. J. Rademacher. The curriculum comprises primary, intermediate, preparatory, and academic courses. The school numbers generally about 100. St. Cecilia is beautifully situated, just north of the city limits, on an eminence overlooking the valley of the Cumberland.

WARD'S SEMINARY.

There is no better known female school in the South than Ward's Seminary. Between 3,500 and 4,000 girls and young women have been educated within its walls and about 900 have received its diploma. The school was founded at Nashville in 1865 by Rev. William E. Ward, D. D., a graduate of Cumberland University, Lebanon, in the class of 1851. The seminary was opened on the corner of Summer and Cedar streets, but in 1866 it was removed to its present site on Spruce street, between Church and Broad. The location is very central, being within easy distance of the depots, theaters, churches, and of the business quarter of the city. The cost of buildings and grounds has been \$125,000.

The seminary is four stories high above the basement and contains 70 rooms, a large practice hall, a chapel 104 by 40 feet, well lighted and ventilated and handsomely furnished with modern school furniture, and recitation, art, and music rooms.

In 1887 Dr. Ward died and J. B. Hancock, A. M., a graduate of Cumberland University, was elected principal. During Prof. Hancock's administration the enrollment of the seminary reached perhaps the highest point in its history, 346 in 1889-'90. In the spring of 1891 Ward's Seminary was sold to the Presbyterian Coöperative Association of Nashville. Heretofore the institution had been nondenominational. The new management appointed to the headship of the school Rev. B. H. Charles, D. D., a gentleman of fifteen years' experience in conducting girls' schools. The seminary has at the present time eighteen instructors. It usually, also, has courses of lectures by one or more

Vanderbilt professors. Hereafter there will be written examinations, a distinct advance upon the past.

BIBLIOGRAPHICAL NOTE.

See Crew's History of Nashville.

WESLEYAN FEMALE COLLEGE.

Wesleyan Female College, an institution under Methodist supervision, was opened at Brownsville in 1867 and chartered in 1870. Its founder, Rev. John Williams, A. M., has been its president during nearly the whole of its history. Mr. Williams died in March, 1891, and in June Mr. T. W. Crowder was elected his successor. And now, after being closed a year, the college will resume its work. The average attendance has been about 60 and the number of graduates more than 100. The property is worth \$6,000. It is unproductive.

MARTIN FEMALE COLLEGE.

Martin Female College, Pulaski, Giles County, has a permanent productive fund of \$30,000, the only female school in Tennessee that can boast of being endowed to any considerable amount. Thomas Martin, its founder, who died in 1870, was a public-spirited and philanthropic citizen and one of the foremost men in the history of Giles County. His love for his fellow-citizens, among whom he had lived and accumulated his wealth, prompted him to found a school for their daughters. Accordingly, in his will he set apart \$35,000 for that purpose, \$30,000 in Tennessee 6 per cent bonds and \$5,000 in cash. The interest on the bonds was to be paid, as it matured and was collected, to the officers of the Methodist Episcopal Church South at Pulaski, to be appropriated by them for purchasing grounds and erecting buildings for a female school, and after that was accomplished to be used in part payment of teachers in the school thus founded. Mr. Martin had been a prominent and zealous member of the Pulaski Church. The \$5,000 were to be paid over to the trustees of the school, or, if no trustees were appointed, to the officers of the church to be expended for the use and benefit of the school.

The officers of the church accepted the gift and intrusted its administration wholly to a board of nine trustees, reserving the right to nominate to vacancies in the board and stipulating that vacancies should be filled out of such nominations. Five of the trustees were Methodists, prominent officers of the Pulaski Church, and four were not. The president of the board, John C. Brown, Governor of Tennessee, was not a Methodist. With these trustees as incorporators a charter was obtained for Martin Female College. The stipulation as to vacancies in the board of trustees was inserted in the charter, which embodied also a provision insuring to the trustees the exclusive control and management of the college and another commending the college to the foster-

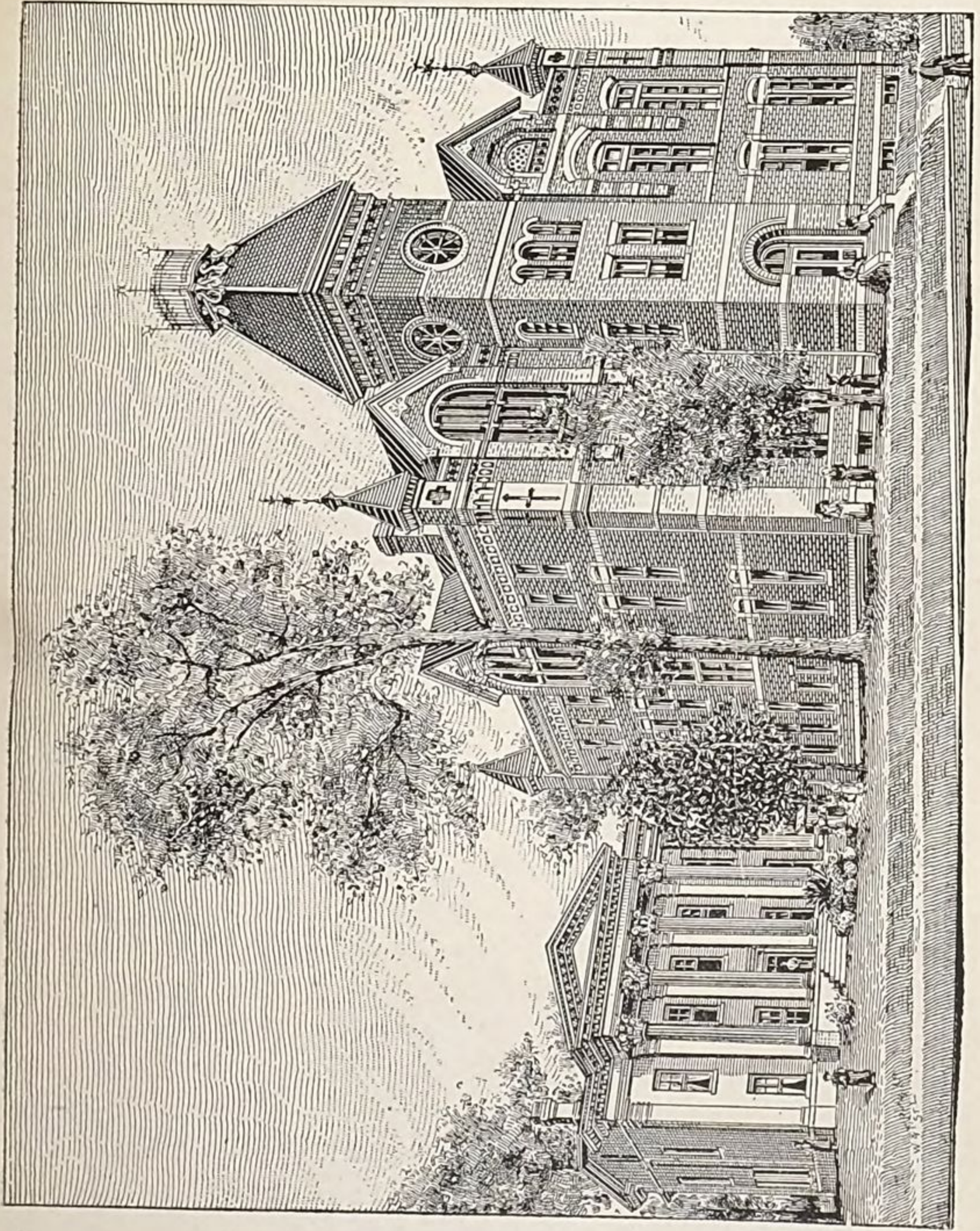
ing care of the Tennessee annual conference of the Methodist Episcopal Church South.

The gift of Thomas Martin was supplemented by \$15,000 subscribed by citizens of Giles County without regard to denomination. The school was formally organized and began its corporate existence in 1870, but did not complete its building till 1874.

In 1887 litigation was instituted against the trustees and lessees of Martin Female College and against the officers of the Pulaski Methodist Church questioning the foundation of the college, asking for a new construction of the will and praying for the voidance of the charter. Although the school had been managed by a board of trustees appointed by the Methodist Church of Pulaski, the people of Pulaski and Giles County regarded it as unsectarian and as hardly denominational even. The principals of the school at this time were Misses Ida E. Hood and Susan L. Heron, the one a Friend, the other a Presbyterian. Their lease expired June 1, 1887, and strong objections were made to its renewal. It was asserted that in law Martin Female College was the property and was subject to the control of the Methodist Episcopal Church South, represented by the Tennessee annual conference. The will of Thomas Martin, it was claimed, contemplated such ownership and control. The suit was brought at the instigation of Rev. T. J. Duncan, presiding elder of the district in which Pulaski was located, and was approved and sanctioned by the Tennessee annual conference. The officers of the local church sided with the college, and considerable bitterness was engendered by the controversy. It was not finally settled until the supreme court had adjudicated upon it. The decision was in favor of the college, and against those who sought to alter the existing status.

During the pendency of this litigation Mrs. O. M. Spofford, daughter of Thomas Martin and sole residuary legatee under his will, filed another suit against the corporation, asking for a further construction of the will and alleging that only the interest upon the \$30,000 of Tennessee State bonds was intended to be given to the school, and that when the bonds matured they would revert to the estate and become her property as sole residuary legatee. This suit also went through the inferior and supreme courts and was decided in favor of the school. The \$30,000 in bonds were decreed to the corporation as a perpetual endowment fund for the school, the interest only to be consumed and the principal to be kept inviolate. Soon afterwards these bonds were taken up by the State and in their stead non-negotiable certificates for a like amount were issued direct to the college corporation. The interest upon these at 6 per cent per annum is promptly paid every half year. The yearly interest of \$1,800 and a nominal rental of \$500 paid by the lessees constitute a fund which the trustees use in building up the college property, making permanent additions and improvements. The real estate and furnishings are valued at \$35,000.

Misses Hood and Heron continued at the head of the school until the



HIGBEE SCHOOL, MEMPHIS.

expiration of their second lease in 1890, when they removed to Nashville and opened Belmont College. Their administration was a complete success. They were succeeded by Rev. R. M. Saunders, at that time principal of East Mississippi Female College, Meridian, Miss. Mr. Saunders has had extensive experience as an educator, having taught at Norfolk, Va., and for several years in Germany. His wife is a most scholarly and cultured woman, speaks several modern languages, and teaches them with success. She is also an exceptional teacher of English and Anglo-Saxon.

Martin College is doing good work. A noteworthy feature is the offering of post-graduate courses. Last year advanced work was done in the schools of mathematics and English. Prof. William M. Baskervill, of Vanderbilt University, had supervision over the English course. A student completing this course receives a special diploma from the college countersigned by Prof. Baskervill. Special diplomas have also been granted in mathematics. John S. Wilkes, an able attorney of Pulaski, is the successor of Gov. John C. Brown as president of the board of trustees of Martin Female College. The most cordial relations now exist between the school and the Tennessee annual conference. Mr. Saunders is a member of that body.

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Manuscript history by John S. Wilkes, president of board of trustees; Pulaski Citizen, August 18, 1887 (contains demurrer and answer of lessees and trustees of the college and of officers of Pulaski Church in suit brought against them).

CLARA CONWAY INSTITUTE.

Miss Clara Conway has been a long time prominent in teachers' institutes and in educational associations. In 1877 she left a position in the public schools of Memphis to open a high-grade school for girls. She began with 50 pupils, one assistant, and \$300 of borrowed money. In 1884-'85 a number of public-spirited citizens of Memphis came to her assistance, a stock company was organized, the school incorporated, and a building erected. Miss Conway proposed to call the school the Margaret Fuller School, but the trustees named it instead the Clara Conway Institute. From the small beginning of fourteen years ago the institute has grown until now its roll of pupils reaches 300 and its property is valued at \$75,000. The "Home" for boarders is situated in a 3-acre grove 4 squares from the school building. The whole fourth floor is equipped for a gymnasium and is under the charge of a lady pupil of Dr. Sargent, of Harvard. Clara Conway Institute prepares for the women's colleges—Vassar, Wellesley, etc.—but it does not boast of being a college itself.

BIBLIOGRAPHICAL NOTE.

See *Cosmopolitan* for June, 1891.

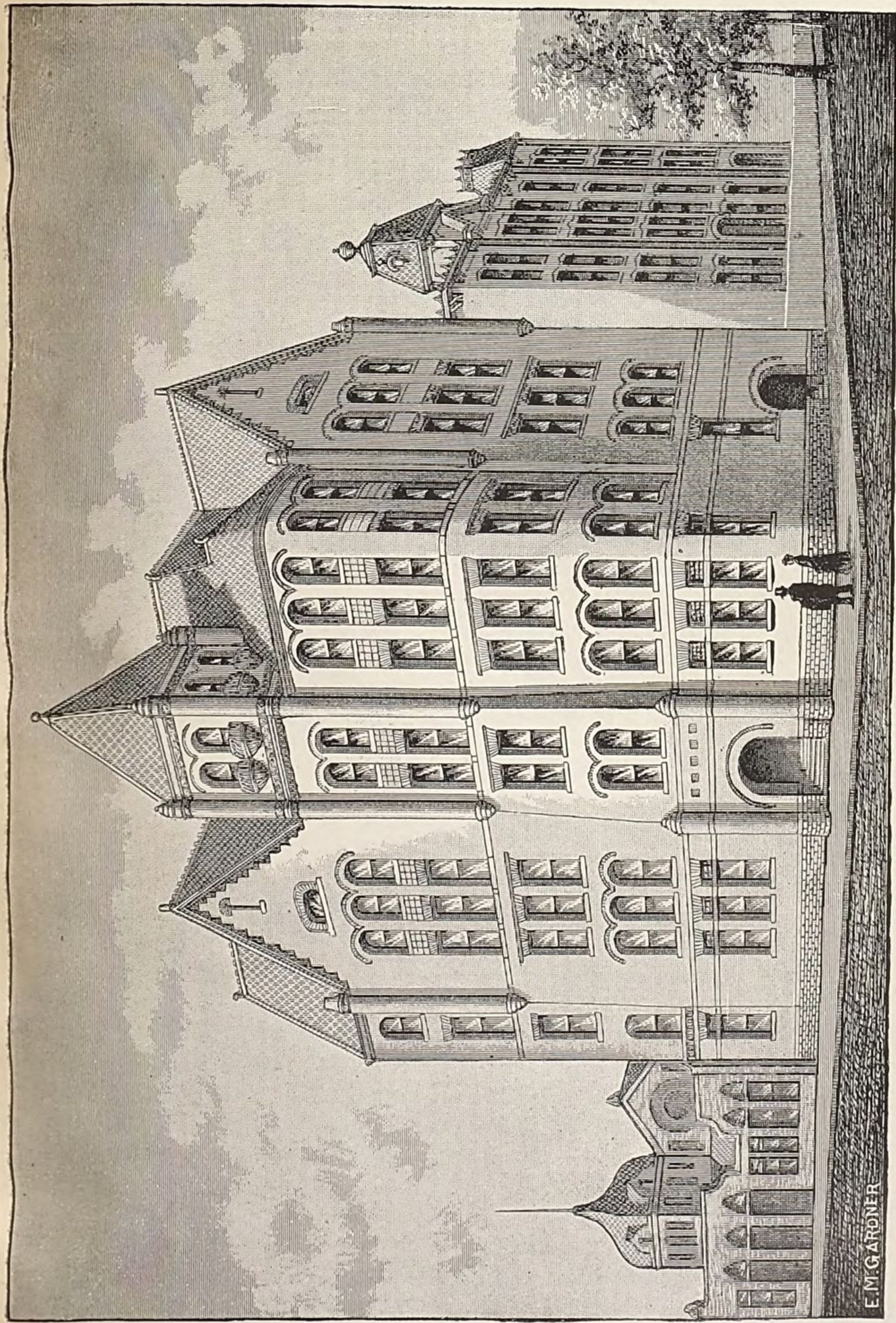
THE HIGBEE SCHOOL.

Miss Jenny M. Higbee was for ten years principal of the Memphis Public High School for girls and in that capacity did much to elevate the standard of the public-school system of Memphis. For three years she was in charge of a private school established by some clergymen of the Presbyterian and other churches. In 1879 she opened the Higbee School, a private non-sectarian school for girls of all ages and all stages of advancement. About the year 1883 some of the citizens of Memphis bought and remodeled the building, which had theretofore been rented, and in addition erected a new building for the use and benefit of the school in perpetuity. Although there is a stock company, "Miss Higbee is virtually the proprietor of the school and to her are referred all matters connected with its welfare."

The Higbee School can not be too highly commended in that it does not profess to be a college, but claims only to fit for college. Its certificate admits to Vassar and Wellesley. Its "regular course" does somewhat more than prepare for college, and collegiate studies may be pursued if the pupil wishes it. Miss Higbee deprecates the limitation of the word "college," and would hail the day when the highest male institutions in the State should open their doors to men and women alike. The Rebecca Higbee Scholarship, founded in 1888, secures to its beneficiary the income of \$5,000. The holder may be a student of the Higbee School or may carry on studies at a higher institution. The holder for 1890-'91 was a graduate of Miss Higbee's and a student at Vassar.

NASHVILLE COLLEGE FOR YOUNG LADIES.

On Broad and Vauxhall streets in Nashville stand three large brick buildings covering a half acre of ground. The one immediately on the corner of Broad and Vauxhall is tall and massive. It is five stories high above the basement and extends 108 feet along Broad and 68 along Vauxhall. Further back on Vauxhall stands another brick, four stories high, with a frontage of 100 and a depth of 140 feet. Between the two larger buildings is another four-story brick 110 by 50 feet. The first of these buildings is not yet completed; the second was erected in 1882, and the third in 1888. These commodious structures are the home of the Nashville College for Young Ladies, and represent better than anything else can the growth of the school from 104 pupils in 1881 to 413 in 1891. The institution took rise in the desire of the Methodists of Nashville, the center of Southern Methodism, to see in Nashville a girls' school of their own denomination. It was in response to this desire that Rev. George W. F. Price, D. D., of Alabama, opened on South Spruce street, in September, 1880, the Nashville College for Young Ladies, at his own expense, with the assurance that if it proved successful the means would be forthcoming for its enlargement. It did



NASHVILLE COLLEGE FOR YOUNG LADIES.

E. M. GARDNER

succeed, the funds were raised, and a charter was obtained in November, 1881. In November, 1882, the school was removed to its new quarters on Vauxhall street.

Although it is a Methodist institution, "Price's School" is not under the control or care of any conference or number of conferences. There is, however, a charter restraint laid upon the election to vacancies in the board of trustees; such elections are subject to the confirmation of the board of trustees of Vanderbilt University. But that board appears never to have exercised its right.

In the spring of 1889 Dr. Price was enabled by the addition of a new building to fit up the old chapel as a gymnasium for his own pupils and for the girls and ladies of the city who wished to attend. The work of the college is organized in a number of departments, viz: Kindergarten, primary, intermediate, academic, collegiate, modern languages, art, music, and post-graduate. A special comparative study is made of the literature of different languages. The library is small, but it is composed of valuable books of reference and is so classified as to facilitate their use. Dr. D. C. Kelley was instrumental in raising the funds for the inauguration of the Nashville College for Young Ladies on a larger scale, and he has always been the president of its board of trustees.

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Crew's History of Nashville; Our College, August, 1891 (published at Nashville College for Young Ladies); manuscript notes by Dr. Price; minutes Vanderbilt University board of trustees.

CENTENARY COLLEGE.

Centenary College is owned and controlled by the Holston Conference of the Methodist Episcopal Church South. The college site is a 6-acre tract in the city of Cleveland, lower East Tennessee, laid off in walks and drives and adorned with lawns, fountains, trees, and statuary. The college buildings are of brick, trimmed with stone, and consist of a central building four stories in height and two wings three stories high, the whole presenting a front of 320 feet. Besides these there is a small two-story music hall in course of construction, in addition to various outbuildings. The property of the college is valued at \$100,000 and is free of debt. Centenary College is one of the offerings of Christians of the Wesleyan faith on occasion of the centenary of organized Methodism in America, 1884. Rev. George R. Stuart was the prime mover in the enterprise. The erection of the buildings began in 1884, and had progressed so far in 1885 as to admit of the opening of the college. The faculty consisted of Rev. D. Sullins, A. M., D. D., president; Rev. George R. Stuart, A. M., professor of natural sciences and higher English; Rev. J. A. Stubblefield, A. M., professor of Latin and mathematics, and of six lady teachers. The attendance the first year was 100; in 1890-'91 it had reached 200. Thirteen teachers are now em-

ployed. Rev. Mr. Stuart, the leading spirit in the founding of Centenary College, is no longer in its faculty, but is the pastor of Centenary Church, Chattanooga.

BELMONT COLLEGE.

Belmont College, opened in the autumn of 1890, adds one more to Nashville's many schools. Its founders were Miss Ida E. Hood and Miss Susan L. Heron, who were five years at the head of Martin College, Pulaski, Tenn. Misses Hood and Heron are the principals of the school and the owners of the property; and with the assistance of a business manager manage the affairs of the institution. Belmont College is in the country, yet it is only 2 or 3 miles from the heart of the city. The site is almost ideal—the ante-bellum residence of a wealthy Southern family, renewed and rebeautified by the hand of taste and skill. The extensive grounds, already beautiful by nature, have also received the touch of art. Near by is Roger Williams University, and a little farther off Vanderbilt University. Besides a beautiful environment Belmont College has a good equipment for educational work. It claims a well-filled library, a well-equipped gymnasium, and a splendid laboratory. The corps of teachers and the list of lecturers are large. Among the lecturers for 1890-'91 were Maurice Thompson and a number of Vanderbilt professors, one of whom gave a course of twelve lectures. The patronage of Belmont promises to be large; at its first opening many applicants for admission were turned away for want of accommodations.

CHAPTER XI.

COLLEGES FOR NEGROES.

FISK UNIVERSITY.

WORK OF AMERICAN MISSIONARY ASSOCIATION—FIRST SCHOOL AMONG THE NEGROES.

The American Missionary Association of New York, a society sustained by the Congregational churches of the Northern States, was founded in 1846. It was this organization, conceived in no friendly spirit to the institution of slavery, that established the first school among the Negroes of the South. On September 17, 1861, five months after the Civil war began, it opened a school among the fugitive slaves that took refuge under the guns of Fort Monroe. The association, following in the wake of the Union army, but not retreating when it disbanded, pushed with vigor its work of evangelizing and educating the Negro race. In 1863 it had 83 ministers and teachers among the freedmen; in 1864, 250, and in 1868, 532. "During several years after the war it supported annually upwards of 500 missionaries and teachers in the South and numbered over 40,000 pupils in its schools." By the year 1876 it had founded seven chartered colleges in as many different States, in addition to twenty-five normal and other schools.

In August, 1865, Rev. E. M. Cravath and Rev. E. P. Smith, agents of the American Missionary Association, came to Nashville to open a school for the Negroes. They found that the noble J. G. McKee, "a man who could not live selfishly," had already been teaching among them for two years. They found also Prof. John Ogden, representing the Western Freedmen's Aid Commission. After many ineffectual attempts to secure a house for a school they came upon the "Railroad Hospital," a group of buildings lying west of the Chattanooga depot that had been used for hospital purposes by the Federal troops. These buildings could not be had without buying the land upon which they stood. Sixteen thousand dollars was the price asked. Neither the American Missionary Association nor the Western Freedmen's Aid Commission had the funds to buy the land, and had not Cravath, Smith, and Ogden become individually responsible for the purchase money the project must have failed. They raised \$4,000 in cash among them-

selves and a few others and gave their notes for the balance. Afterwards the property and the school established there passed under the complete control of the American Missionary Association by its assumption of these notes and by its absorption of the Western Freedmen's Aid Commission.

All three men, Smith, Cravath, and Ogden, had been connected with the Union army,—Smith as secretary of the Christian Commission, Ogden as an officer, and Cravath as a chaplain. Ogden had been before the war a professor in the Minnesota State Normal School, and was therefore not without experience as a teacher. Cravath's father was an abolitionist and he himself had been educated at antislavery Oberlin.

OPENING OF THE FISK.

Gen. Clinton B. Fisk, the head of the Freedmen's Bureau for Kentucky and Tennessee, took such an active interest in the projected school and did so much for it that it was named in his honor. Fisk School was opened January 9, 1866, with Prof. John Ogden as principal. So eager were the Negroes to learn that for two years the attendance numbered upwards of 1,200. For a year or two the instruction given was very elementary. But in 1867 the establishment in Nashville of public schools for colored children relieved the Fisk School of much of this kind of work. The progress made by its pupils was creating a demand for higher education. The Fisk was in duty bound to meet this demand, for it had been the avowed purpose of its founders to furnish educational advantages of as high a character as the Negro should show himself capable of using. They ever kept before them the ideal of an institution of learning of the highest class, where the teachers and leaders of an emancipated race should be trained. For these reasons Fisk University was chartered on August 22, 1867, with George Whipple, E. M. Cravath, Charles Crosby, John Ogden, Joseph H. Barnum, W. W. Mallory, John Lawrence, John Ruhm, and J. J. Cary as trustees.

A donation of \$7,000 from the Freedmen's Bureau, supplemented by funds of the American Missionary Association, enabled the trustees to repair the buildings and to erect a chapel and a dormitory and have them ready for use by 1869. An annual appropriation of \$800 from the Peabody fund afforded aid to indigent students. The previous experience of Prof. Ogden as a normal teacher fitted him for the normal work that was now undertaken.

TEACHERS GO OUT FROM FISK.

Teachers for the colored schools began to go out from Fisk as early as 1868, and in a few years they were scattered all over the South, teaching thousands of children in the Sabbath and day schools.

In 1868 a church was organized for the benefit of the faculty and stu-



FISK MEMORIAL CHAPEL, FISK UNIVERSITY, NASHVILLE.

dents, with Prof. H. S. Bennett as pastor. The school had from the first a decidedly religious tone. Indeed, "the conversion of new students was confidently looked for and more earnestly sought than their progress in letters."

A. K. SPENCE BECOMES PRESIDENT.

In 1870 Prof. A. K. Spence succeeded Prof. Ogden as principal of the school. The views of Prof. Ogden and the American Missionary Association were not in harmony. Being a normal school man, Ogden wished to see Fisk continue merely a normal school and did not sympathize with the purpose of ultimately developing it into a college. The first college classes were organized in 1871; in 1875 two young men and two young women graduated with the degree of bachelor of arts.

The old buildings in which the Fisk was quartered were unsuited to school purposes; besides they were falling into decay. The American Missionary Association was not able to put up new buildings. Yet new buildings had to be put up or the school had to sacrifice its hopes of future growth and expansion. The need had become a crying one. Who was to meet it?

THE JUBILEE SINGERS.

George L. White fought in the Civil War as an officer on the staff of Gen. Clinton B. Fisk. After the war he filled a clerk's position in the Freedmen's Bureau, still under Gen. Fisk. During the early days of the Fisk School he became instructor in vocal music. Besides this, he soon made himself indispensable as treasurer of the school and general business man. His ability in training voices proved remarkable—so much so that he ventured on giving several public concerts in Nashville, Memphis, and Chattanooga, which were very successful. He it was who came to the rescue at this emergency in the history of the university. "He conceived the idea of coining the slave melodies of the old plantation and the campmeeting into gold and silver." The difficulties were many, but a few friends had faith in the plan. Mr. White applied to Gen. Fisk, then living in St. Louis, for a loan of \$300 with which to take his singers north of the Ohio River. The general discountenanced the foolhardy scheme and told Mr. White "to stay at home and do his work." To this Mr. White replied that he "trusted in God and not in Gen. Fisk." "Taking the little money that was left in the university treasury, after buying provisions to last the school a few days, putting with it all his own, and borrowing on his own notes an amount whose payment, if the venture was a failure, would strip him of every penny of his property, he started out with barely enough money to set his party in working order on the northern side of the Ohio River." The troupe left Nashville October 6, 1871, and went first to Cincinnati. After singing there and in several Ohio towns it went to

New York and the New England States. At times it seemed that the undertaking would have to be abandoned, for it was not even paying its way. As yet the company had no name. At last Mr. White hit upon one that might be called the salvation of the enterprise, the "Jubilee Singers." The tide soon turned. Crowds came to hear these poor ex-slaves sing the songs they had sung in their bondage. These songs were unique. Northern audiences had never heard anything like them before. The musical critics were compelled to acknowledge that they possessed something of genuine melody. Regarding their origin and composition it has been said: "They are never composed after the manner of ordinary music, but spring into life ready-made from the white heat of religious fervor during some protracted meeting in church or camp. They come from no musical cultivation whatever, but are the simple, ecstatic utterances of wholly untutored minds." Of the twenty-four men and women who, at one time or another, belonged to the Jubilee Singers, twenty had been slaves and three were of slave parentage.

By May, 1872, the Jubilee Singers had netted \$20,000. The next season was equally successful. In the spring of 1874 they went to England. There the treatment accorded them by the Queen and many of the most prominent people of the kingdom, including Prime Minister Gladstone, at once opened the way to success. As the result of this tour of the United Kingdom, \$50,000 were added to the \$40,000 already made in America. The total was swelled to \$100,000 by gifts of apparatus, books, furniture, etc.

JUBILEE HALL.

As soon as the success of the Jubilee Singers was assured, measures were taken to erect new buildings and enlarge the facilities of the university. Twenty-five acres of land were bought on Fort Gillem, one mile northwest of the capitol. The site is slightly elevated, conducing to good health and affording a fine view of Nashville and the adjacent country. Ground was broken for the new building January 1, 1873; the corner stone was laid October 1, 1873; and by January 1, 1876, "Jubilee Hall" was ready for dedication. Jubilee Hall is a beautiful building. It is in the form of an L, having an east front of 145 feet, and a south front of 128 feet; is built of pressed brick in modern English style; is five stories in height, including basement; contains 120 rooms; and is heated by steam, and supplied with gas and water.

On the 1st of January, 1876, just as the nation was entering on its centennial year, Jubilee Hall was dedicated to the cause of religion and education. Never before was dedicated such a house as this, a house which is the songs of a race transmuted into an agency for the uplifting of the race. This thought was beautifully expressed by one of the speakers:

Some one has said that "architecture is frozen music." The music of the Jubilee Singers has rolled over this land and swept across the ocean, moving the hearts and

calling forth the tears of vast multitudes, and it is now by a magic touch consolidated into this substantial and beautiful building.

Above the platform were draped in loving embrace the flags of England and America, significant of the part that each had contributed to this day's rejoicing. A large number of whites were present, many of them prominent in public and private life. Several addresses were made. Two of them were noteworthy as expressive of the attitude of the Southern people towards Negro education. Gen. Fisk, president of the board of trustees, said that the first considerable sum of money put into his hands for the education of the colored race was given him by a Southern man, Dr. A. L. P. Green. Commenting on this statement of Gen. Fisk, Dr. John B. McFerrin, senior secretary of the missionary society of the Methodist Episcopal Church South, used these words:

I want you, Gen. Fisk, and all others to understand that the Southern people, as far as my information extends—that is, the intelligent, patriotic, and Christian people of the South with, perhaps, a few exceptions—rejoice in the education and elevation of the colored people and fully appreciate the grand work you are doing for them. I stand on my native soil and bear this testimony. It meets the hearty coöperation and sincere approbation of all Christian people.

E. M. CRAVATH BECOMES PRESIDENT.

Prior to 1875 the American Missionary Association had planned the work and shaped the policy of Fisk University and no one had been given the powers of a president. But in this year Dr. E. M. Cravath, who had, perhaps, played the leading rôle in the founding of the university, was elected president. As field secretary of the association he had given the school the benefit of his zeal in its cause and his interest in its welfare. Now he assumed entire control of its affairs and became responsible for its success.

When Jubilee Hall was dedicated the Jubilee Singers were in England, whither they had gone in March, 1875. President Cravath was with them. From England the company made trips to Switzerland, Holland, and Germany. In 1878 they disbanded after singing almost continuously for seven years. Something over \$150,000 had been the reward of their labors.

LIVINGSTONE HALL.

It was not long before the growing needs of Fisk University demanded larger accommodations. Jubilee Hall would no longer suffice. The idea of building Livingstone Missionary Hall originated with the Jubilee Singers while in England in 1876. Several thousand dollars for the purpose were raised in Europe, but it was to the gift of \$60,000 from an American lady, Mrs. Valeria G. Stone, of Malden, Mass., that the erection of Livingstone Hall was mainly due. Though ground was first broken in 1877, it was not until the session of 1882-'83 that the building was completed and ready for use.

Livingstone Hall is a large five-story brick building hardly less impos-

ing than Jubilee Hall. The latter is no longer the boarding department of both sexes, but is reserved for the use of the girls and young women. Its dining hall, however, is still the dining hall for both sexes. Besides 122 rooms for young men, Livingstone Hall contains the chapel, museum, class rooms, library, and university printing office.

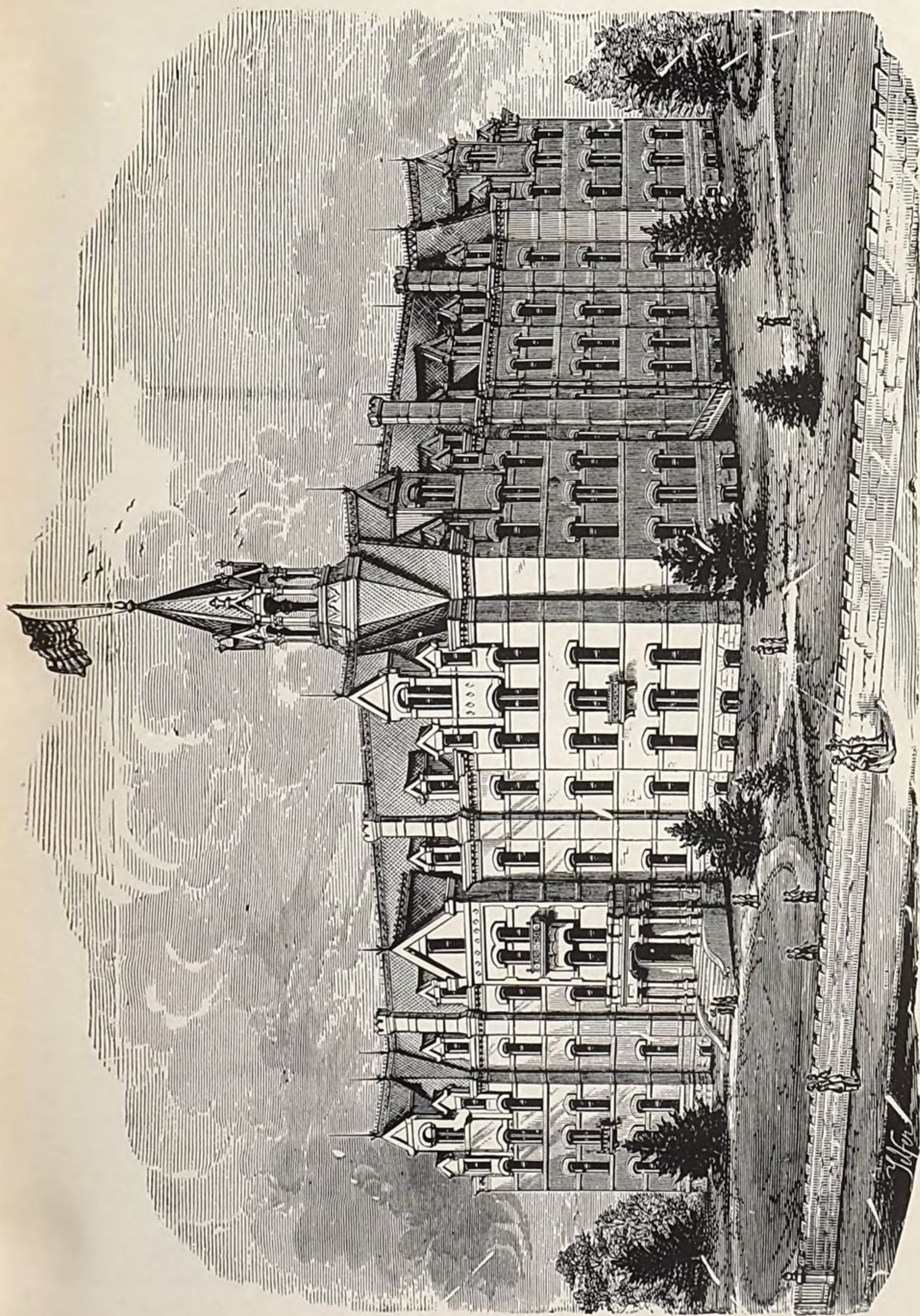
DEPARTMENTS AND COURSES.

The school advantages enjoyed by colored children are not so numerous or excellent as to enable them to dispense with any schools that may have been established for their benefit. Accordingly, while Fisk University has fulfilled its pledge of furnishing the means of a higher education, it has not cut off the lower departments, but still gives instruction of the most elementary kind. The common English department, as it is called, is divided into classes A, B, C, and D, and offers a course embracing the common English branches. The model school, as its name indicates, serves as a school of observation and experiment for normal students. In it are taught pupils not able to enter the common English department. From the common English department students pass into the normal department or into the college preparatory department. The normal department comprises an elementary and an advanced course, each covering two years, called respectively the first and the second year and the junior and the senior year. The college preparatory department is divided into three years: the junior, middle, and senior. Above it is the college proper, with its four years' course.

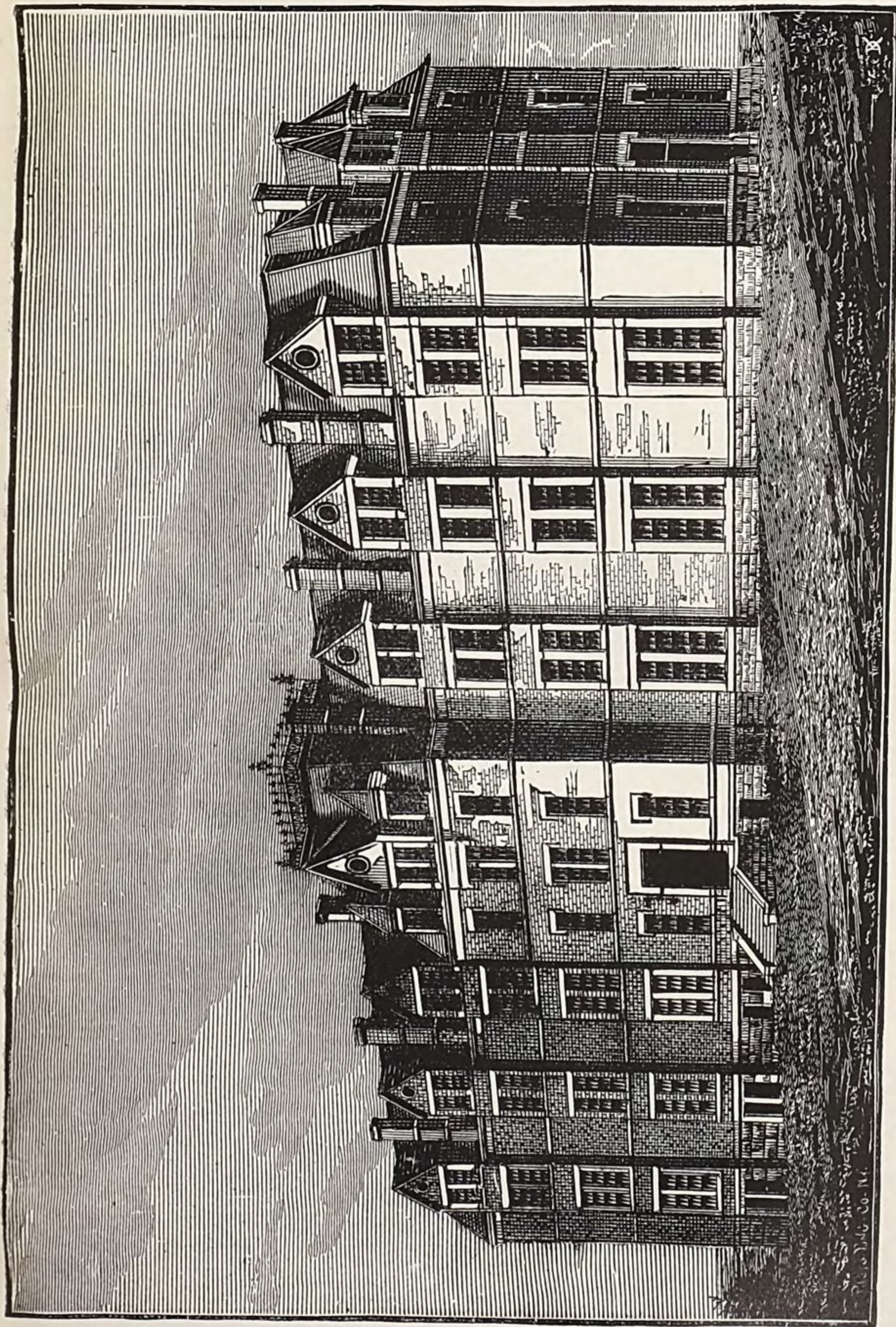
As would be expected of an institution that gave to the world the Jubilee Singers, Fisk University has not suffered the undoubted musical genius of the Negro race to go uncultivated. There are four teachers of instrumental and vocal music, three of whom devote their whole time to musical instruction. The Mozart Musical Society has been "organized for the purpose of studying and from time to time rendering in public standard musical compositions of the most advanced character, including oratorios."

PHYSICAL AND INDUSTRIAL TRAINING.

Mental, moral, and religious culture has been the chief aim of the Fisk, but manual training and physical development have not been neglected. A brick building has lately been erected, the lower floor of which is used for gymnastic purposes, the upper floor as a workshop; and a three years' course in normal training, including working in wood, drawing, etc., has been arranged. The trustees are assisted in the work by the John F. Slater and the Daniel Hand funds. A printing office has been furnished by a special appropriation from the Slater fund, and a number of young men and women are annually taught the art of printing. Instruction is given the young women in sewing, cooking, nursing, and hygiene. Every boarder, male or female, is required to work one hour a day for the university. The authorities try to im-



JUBILEE HALL, FISK UNIVERSITY, NASHVILLE.



FISK UNIVERSITY—LIVINGSTONE HALL.

bue the students with practical, healthy views of life, and to make manual labor dignified and not degrading.

In the character and comprehensiveness of its literary and scientific instruction Fisk University stands far above any other colored school. Deeming college education proper as the only true basis for professional education, the university has directed its energies to building up the college department; but it is the intention of the authorities to open professional schools as soon as possible. A building for a theological seminary is nearing completion, and it is expected that regular instruction will begin with the year 1891-'92. Theological instruction has been given ever since 1869, but there has never been a regular organized department with students pursuing exclusively theological studies.

STATE AND STATE NORMAL STUDENTS.

In the catalogues of Fisk University will be found a class of students called "State" students and a class called "State normal" students. The former are appointed by senators and representatives on State scholarships, which entitle the holders to free tuition in the State University. By arrangement with the university negroes receiving State scholarships are educated at the Fisk and at Knoxville College, their tuition being paid by the university.¹ The "State normal" students are students appointed by State senators, under an act of the Tennessee legislature, making an annual appropriation of \$3,300 for the education of colored teachers. Each of the 33 senators has the right to appoint two students to a \$50 scholarship; appointments being based on competitive examination. An appointee may attend any school approved by the State board of education. The schools so approved are Roger Williams University, Fisk University, Central Tennessee College, Knoxville College, Le Moyne Institute, and Morristown Normal Institute.

ATTENDANCE—GRADUATES.

The enrollment of students has been steadily increasing of late years. In 1889-'90 it was 523, and represented Jamaica and nineteen States of the Union. Forty-nine of these students were members of the regular college classes, 59 belonged to the college preparatory department, and 67 to the normal department. There have been in all 104 graduates from the college department. Many of them have since graduation been admitted to the master's degree. Heretofore this degree has been conferred on baccalaureate graduates of three years' standing who have been engaged in some intellectual pursuit or who have been prosecuting professional studies. Hereafter no one will be admitted to the

¹ Since 1889-'90 Fisk University has had no State students, all of them going to Knoxville College. See Sketches of Knoxville College, pp. 274-278.

degree who has not satisfactorily completed a course of study equivalent to one year's regular work.

FACULTY.

The faculty of the college department is as follows:

E. M. Cravath, D. D., *professor of mental and moral science and political economy.*

Adam K. Spence, M. A., *professor of Greek and French.*

Henry S. Bennett, M. A., *professor of theology and German.*

Frederick A. Chase, M. A., *professor of natural science.*

Helen C. Morgan, M. A., *professor of Latin.*

Herbert H. Wright, M. A., *professor of mathematics.*

Some of the professors are charged with other duties in addition to teaching the subjects mentioned. Besides these members of the college faculty proper, there are twenty-three other instructors and officers.

FINANCIAL.

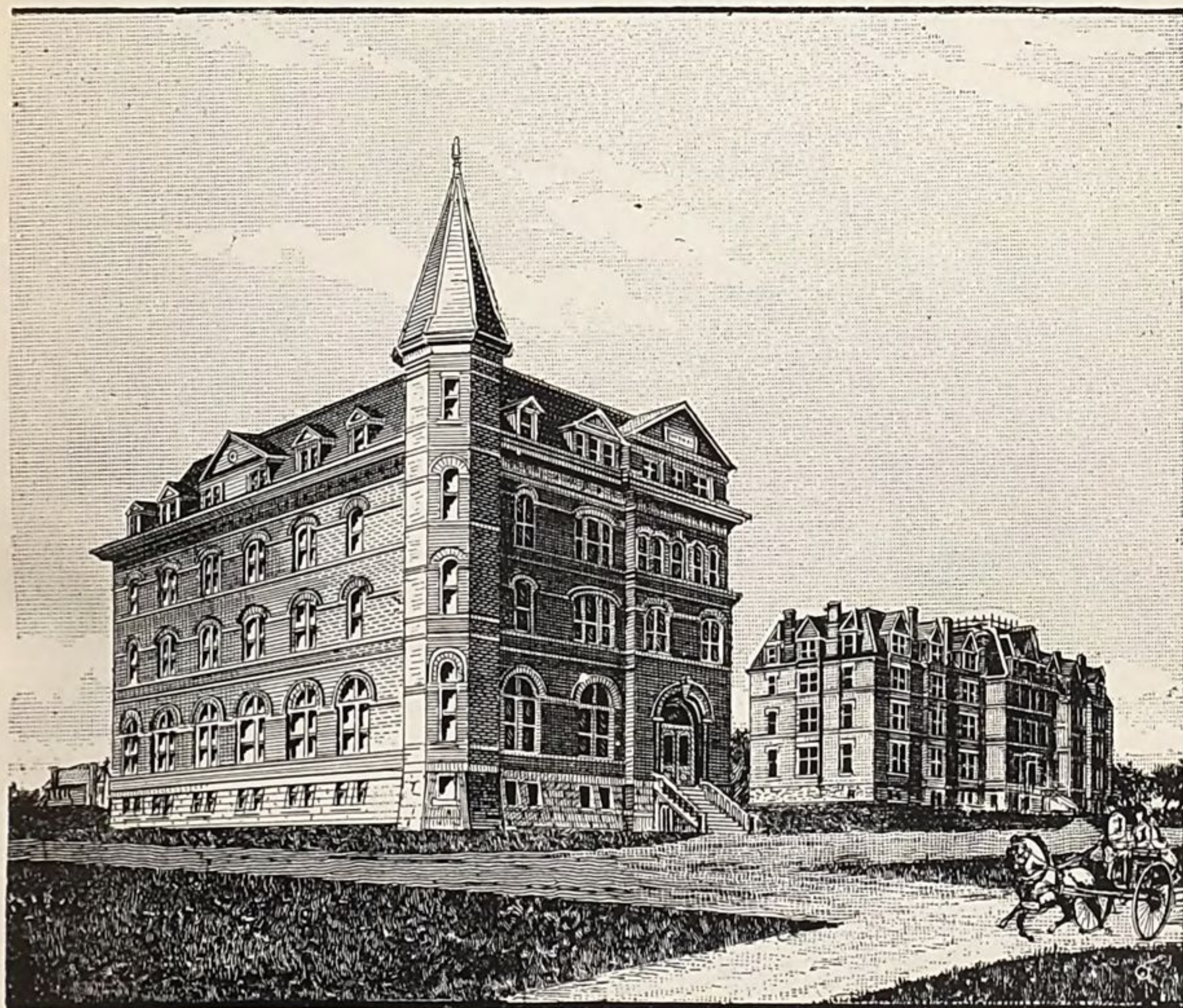
In order that Fisk University may build aright on the broad foundations that have been laid a large endowment is almost absolutely necessary. Its property is worth \$350,000, but none or little of it is productive. The running expenses of the university are paid principally by the American Missionary Association. One thousand eight hundred dollars to \$2,000 are annually received from the John F. Slater fund and expended chiefly in industrial training.

Last year \$2,500 were appropriated from the Daniel Hand fund for the assistance of poor students. Six scholarships of \$1,000 each have been established, also for the assistance of poor students.

The great majority of Fisk students are very poor and have to pay their way as they go. Many, if not most of them, teach school during a part of the year. The loss of time from college on this account of course lowers the standard of scholarship. As a general rule the graduates of Fisk become teachers. Most of them prosper and lay up money. Indeed, the accumulation of wealth seems to be a chief object of those Negroes who have received a collegiate education. As the possession of property is conducive to good citizenship, this endeavor to better their material condition is a hopeful sign for the future of the race.

EVANGELIZATION OF AFRICA.

The name Livingstone Missionary Hall is but the expression of the hope which many have cherished that Fisk University would become a power for the evangelization of Africa. As yet that hope has met with little encouragement. Eight students have gone as missionaries to Africa, but only three are there at the present time. It is hardly to be expected that a race just emerging from the darkness of bondage, with



THEOLOGICAL HALL, FISK UNIVERSITY, NASHVILLE.

the problem of its own enlightenment yet unsolved, should be seized with an inspiration to carry the light of religion and education to its forgotten brethren of the Dark Continent.

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CENTRAL TENNESSEE COLLEGE

FOUNDING.

Central Tennessee College is a school for Negroes supported by the Freedmens' Aid and Southern Education Society of the Methodist Episcopal Church. The estimated value of its grounds and buildings is \$125,000. In 1865 Bishop D. W. Clark, to whom the missionary society of the church had intrusted \$10,000 for the establishment of a school for freedmen, authorized Rev. John Seys to open a school in Nashville. The school was opened in Andrew Chapel, thereafter known as Clark Chapel, on Chestnut street between Cherry and College streets, in south Nashville. The principal was Rev. O. O. Knight; his assistants Mrs. Julia North, Mrs. Mary Murphy, and Miss O. D. Barben, were all colored.

The school was composed of scholars of all ages and sizes, grandparents and grandchildren, parents and children, were all in the same classes. They were poorly clad and mostly homeless wanderers from the plantations. They found shelter in the army barracks, in abandoned houses, in cellars or garrets, stables, or other outhouses, whatever would afford them a present shelter. Yet in the midst of this destitution they were hungry for education. Never did teachers have more earnest pupils.

The school grew so rapidly as to necessitate more room. The use of the old gun factory on South College street held by the Government as abandoned property was obtained, and the building fitted up for school purposes at an expense of \$2,000. Hither the school was moved in the fall of 1866. Rev. C. B. Crichlow was principal for the session of 1866-'67. He had eight or ten assistants. They were all needed, for children flocked to the school to the number of about 800. The next year the attendance fell to 225. The causes of this were the imposition of a tuition fee of \$1 per month and the opening of city schools for colored children. Since the great object of the mission school was the education of teachers and preachers, it was thought best to allow the public schools to do as much of the elementary work as they would.

Rev. John Braden, A. M., was principal of the school during the year 1867-'68. On May 24, 1866, the school was incorporated as the

Central Tennessee College, the corporators being William G. Brownlow, Thomas H. Pearne, W. J. Smith, T. R. Starley, John Seys, William Bosson, Joseph S. Carels, A. A. Gee, James R. Ferriss, Thomas H. Caldwell, R. G. Jamison, G. Ogden, and Daniel J. Holmes. The charter stipulated that two-thirds of the trustees should at all times be members of the Methodist Episcopal church. Another charter stipulation was that the board of trustees should always maintain a biblical department. The Freedmen's Aid Society was organized this year and took the school under its care. A lot was bought in south Nashville near the medical college, but so much opposition to a Negro school was aroused in the neighborhood that the chancery court annulled the purchase. Attempts to buy property in Franklin, Murfreesboro, and Gallatin, met with like opposition. Finally, a piece of property on Maple street just south of La Fayette was secured. The only building was a large brick residence. Into this the school was moved late in the fall of 1868. Rev. G. H. Hartupée was in charge this year. In the winter and spring of 1869 the Freedmen's Bureau contributed \$15,000, and two brick buildings, one containing chapel and dormitories, the other school rooms and dormitories, were erected.

Rev. Mr. Braden was reelected president in 1869 and has since uninterruptedly held the position. The first catalogue was the one issued for the year 1869-'70. It showed an attendance of 192. Each successive catalogue, with very few exceptions, has shown a steady and gradual increase until, in 1890-'91, the total of 613 for all departments was reached.

In 1872 the buildings would no longer accommodate the students, and a band of them known as the "Tennesseans" went on a singing tour through the North. So successful were they that \$18,000 were raised toward the erection of a new building.

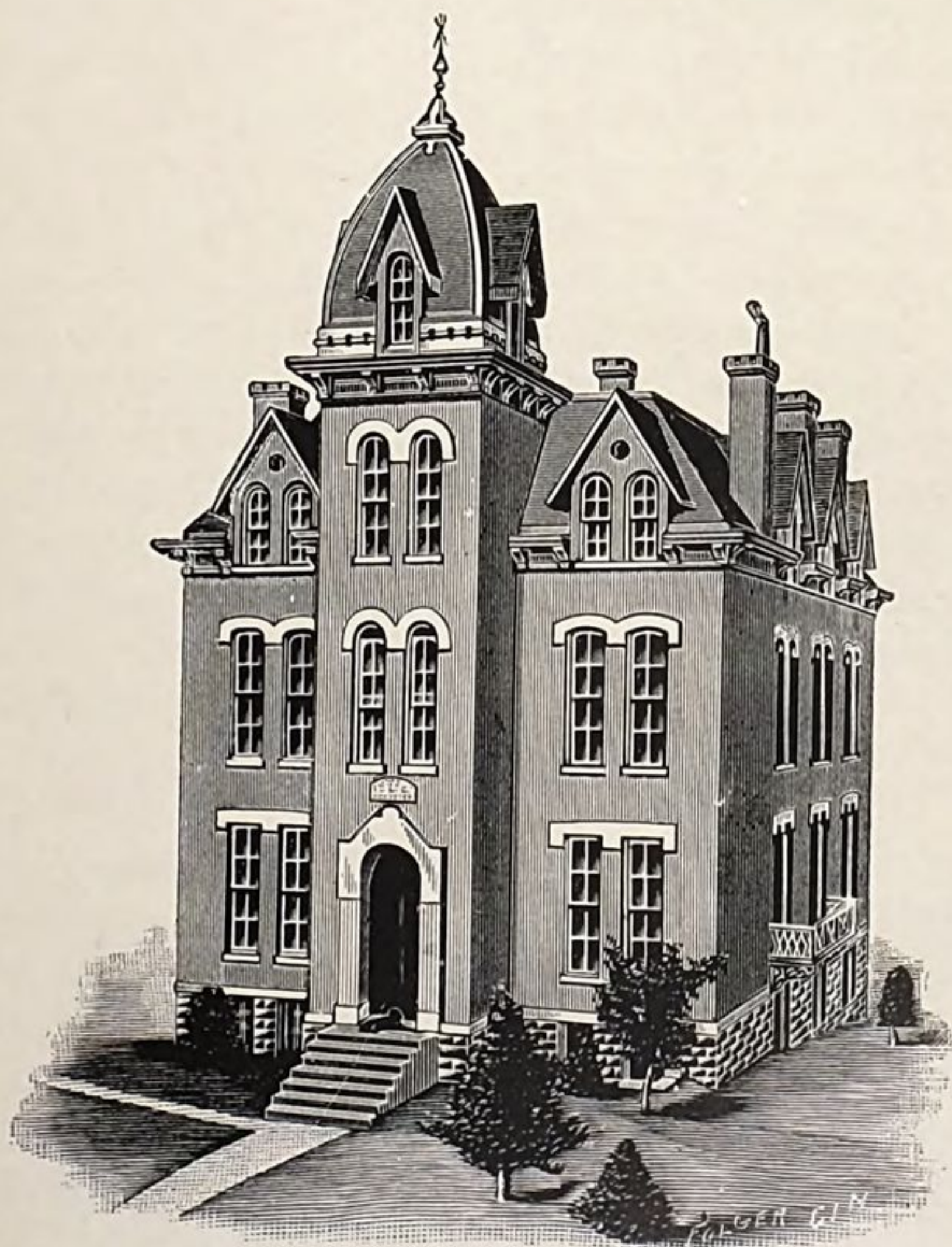
When the school began its work in 1865, and, indeed, for some time afterwards, the most elementary knowledge was all that was taught. The reason was not far to seek. In the presence of the alphabet the oldest Negro became a child. But much of the primary instruction was relegated to the public schools. The Negro progressed rapidly. Ere long he began to crave something beyond the mere rudiments of knowledge; and classes were formed in advanced mathematics, in Latin, Greek, belles-lettres, and natural sciences. The first one to complete the college course and receive a degree was Miss Araminta P. Martin, in 1878.

NORMAL AND THEOLOGICAL DEPARTMENTS ORGANIZED.

As has been said, the primary object of Central Tennessee College was the training of teachers and preachers. It was not long, therefore, before normal and theological departments were organized. In the early days of the school so great was the demand for teachers and preachers that students were taken from their studies before they had



CENTRAL TENNESSEE COLLEGE—MEHARRY DENTAL AND
PHARMACEUTICAL SCHOOLS.



CENTRAL TENNESSEE COLLEGE—MEHARRY MEDICAL COLLEGE.

made scarcely any advancement. An ability to read in words of one or two syllables and a fair knowledge of the elementary principles of arithmetic were considered qualifications enough. Of course that time has passed, but even now relatively few students complete a course of study. Either poverty forces them into the struggle for a livelihood or the knowledge they have already acquired opens to them opportunities more alluring than a longer stay within college walls. A crying need with the Negro race is thinkers and leaders of undoubted intelligence and high character. Central Tennessee College holds it to be its chief function to supply this need as far as in it lies. No other school for the freedmen has essayed to cover so wide a field. No branch of human knowledge, whether professional or nonprofessional, is deemed foreign to its mission, provided only there is a demand for that kind of knowledge. The colored man must be fitted for every vocation in life that he may wish to enter. Hence departments of law, medicine, dentistry, pharmacy, and mechanics have been created, but no department has been created until there was an unmistakable demand for it. This principle has dominated the policy of the school throughout its whole history.

GRADUATES' COURSES.

There have been 23 graduates of the college proper. Most of them have entered the pulpit or the teacher's desk. Two have been professors of mathematics in colleges and three have been principals of conference seminaries. The college preparatory course covers three years. There is a regular theological course of two years in addition to a pastors' course of five years for the benefit of pastors and others who can not attend school regularly. The normal course extends over three years. Among its studies is "methods of instruction;" this in addition to practical drill in teaching in the model school. The college has a number of "State normal" students. There were nine of them in 1890-'91. The English course, five years in length, includes the studies considered essential to a common English education. Below the English course, and lowest of all, is the model school, where are taught the elements of an education. Only a limited number is admitted. Quite different is it from the time when no pupils had advanced beyond these lowest classes.

THE MEHARRY MEDICAL, DENTAL, AND PHARMACEUTICAL DEPARTMENTS.

As prolific a race as is the Negro of the Southern States, the last census shows that he is increasing at a much slower rate than the white man. The conclusion is that his mortality must be very great. This is due to three causes—poverty, ignorance, and lack of proper nursing and medical attention. For the six and a quarter millions of Negroes in the twelve Southern States south of the Ohio and the Potomac there are only 175 properly qualified physicians of their own race, and con-

siderably more than half of these are graduates of one school, the Meharry medical department of Central Tennessee College. Prior to 1876 there was no medical school in the South for the colored race, if the medical department of Howard University at Washington be excepted. In 1876 the Meharry Medical College was organized. Since then there have been established the Leonard Medical School of Shaw University, Raleigh, N. C., the Louisville National Medical College, and the medical department of New Orleans University. The Meharry Medical College owes its name to the Meharry family, descendants of Alexander and Jane Meharry, Scotch-Irish immigrants of the year 1794. By them, with some aid from Dr. R. S. Rust, the school was originally founded, and in them it has always found liberal contributors to its support.

The main building was constructed in 1879. It is built of brick and is 40 feet wide, 60 feet long, and four stories in height, including the basement. An additional building has been erected for practical demonstrations in anatomy. Seven professors, one assistant professor, one lecturer, three instructors, and a demonstrator of anatomy make up the corps of instruction. Dr. G. W. Hubbard has been dean and professor of chemistry, materia medica, and therapeutics ever since the organization of the school in 1876. Dr. Hubbard is also dean and professor in the departments of dentistry and pharmacy and professor in the collegiate department. The medical course covers three sessions of twenty weeks each. Applicants for admission as students must be 18 years old and must pass a satisfactory examination in arithmetic, geography, grammar, reading, writing, spelling, and elementary physics. Candidates for graduation must be 21 years of age and must have attended a regular medical school for at least three sessions of twenty weeks each, the last of which must have been at the Meharry. Students enjoy the clinical privileges of the city hospital on the same terms as the students of other medical schools in Nashville.

Eighty young men attended the Meharry Medical College in 1890-'91. One hundred and thirty-two have graduated from the institution, of whom 121 are still living. Of these all but 20 are practicing physicians. Eighteen of them have received a collegiate as well as a medical education. They are almost universally respected by the white physicians, who assist them by loans of books and apparatus and often consult with them. Many of them are accumulating property and taking their places as conservative, self-respecting members of the community. The capacity of the colored man ably and honorably to fill the profession is being demonstrated beyond cavil.

Correlated with the Meharry medical department are the Meharry dental and pharmaceutical departments. The former was organized in 1886, the latter in 1889. In 1889 the Meharry dental and pharmaceutical hall was built as a home for the new departments. The school of dentistry is greatly indebted to Dr. W. H. Morgan, dean of the dental department of Vanderbilt University, for "valuable counsel, timely

assistance, and hearty sympathy." The school has the indorsement of the Southern Dental Association, is a member of the Association of Dental Faculties, and its diploma receives due recognition wherever presented. The dental course covers three sessions of twenty weeks each, and the pharmaceutical course two sessions of twenty weeks each. There have been 14 dental and 4 pharmaceutical graduates. There is an even greater demand for colored dentists and pharmacists than for colored doctors, so that there is little trouble in finding lucrative employment. During the past eight years the medical, dental, and pharmaceutical schools of Central Tennessee College have received \$7,400 from the Slater fund. About one-fourth of this has been used in helping needy students, one-fourth in purchasing books and apparatus, and the remainder in paying the salaries of instructors.

LAW DEPARTMENT.

The law department of Central Tennessee College is the first and only law school for Negroes in the Southern States. The beginning of the school was in 1879, when Hon. John Lawrence, of Nashville, essayed to give instruction in law, asking in return only the pittance derived from tuition fees. His first graduate was Joseph H. Dismukes, now professor of common law in his *alma mater*. Besides Dismukes there are three other professors. Judge Lawrence died in 1889. There have been 16 graduates, some of whom have found other occupations more remunerative than the law.

MANUAL TRAINING AND INDUSTRIAL EDUCATION.

In no other industrial school has the Slater appropriation (\$1,100 to \$1,300 per year) been expended with better results than in that of Central Tennessee College. Beginning with a small carpenter's shop in 1883, a comprehensive scheme of manual training has been developed embracing instruction in printing, carpentry, blacksmithing, tin-work, wagon making, shorthand, typewriting, cooking, nursing, sewing, dressmaking, millinery, etc. As soon as a pupil is sufficiently advanced to make saleable articles he is paid for them. Thus the scheme contemplates as one of its aims, though not its chief one, the giving of aid to poor students.

Central Tennessee College made the crowning move in industrial education in the summer and autumn of 1890, when a machine shop was built and equipped with a mechanical engineering outfit.

The building is a one-story frame built in machine-shop style. It is well lighted with a cupola and its dimensions are 96 by 48 with 16-foot joists, and is painted well inside and outside. The expense of the building was about \$2,500, \$1,500 of which has already been paid by the citizens of Nashville. The building is supplied with work-benches, tool-room, office, etc., and is heated with steam and ventilated by swinging windows in the cupola above. The building was planned by and the school is in charge of Prof. H. G. Sedgwick, an accomplished mechanic. The machinery, with material on hand, is worth \$20,000, and consists of a thirty-five

horse-power Armington and Simms engine, three lines of shafting 90 feet long, thirty-three pieces of machinery ranging from the large Garvin No. 3 universal milling machine down to the most minute gear cutters, together with lathes, planers, shapers, tryers, forges, spinning tools, sand blast, pipe-threaders, and bench tools of every variety.

This equipment of machinery Prof. Sedgwick brought with him from Griswold College, Iowa, where he had charge of a department similar to the one he has established in Central Tennessee College. An expert mechanic and at the same time a Methodist preacher, Prof. Sedgwick has devoted his property and his talents to the mechanical education of Negro youth—a noble work, surely. That he is sanguine of success can not be doubted. Says he:

Come to Nashville and we will show you Negroes who can cut a gear, graduate a scale, make a service plate, or build an engine as well as the fair-haired boy from New England. The demand for his work will grow faster than we can prepare for it. We have already had over a score of applications for men that we can recommend for engineers, machinists, etc.

The fact that tower clocks and telescopes are built in these shops attests the superior skill and methods of Prof. Sedgwick. Recently, while exhibiting specimens of hand work in steel done by Prof. Sedgwick's pupils—Negro boys from 16 to 20 years old—Dr. Hartzell, corresponding secretary of the Freedmen's Aid and Southern Education Society, remarked: "That does more to solve the negro problem than all the speeches made in Congress since the war."

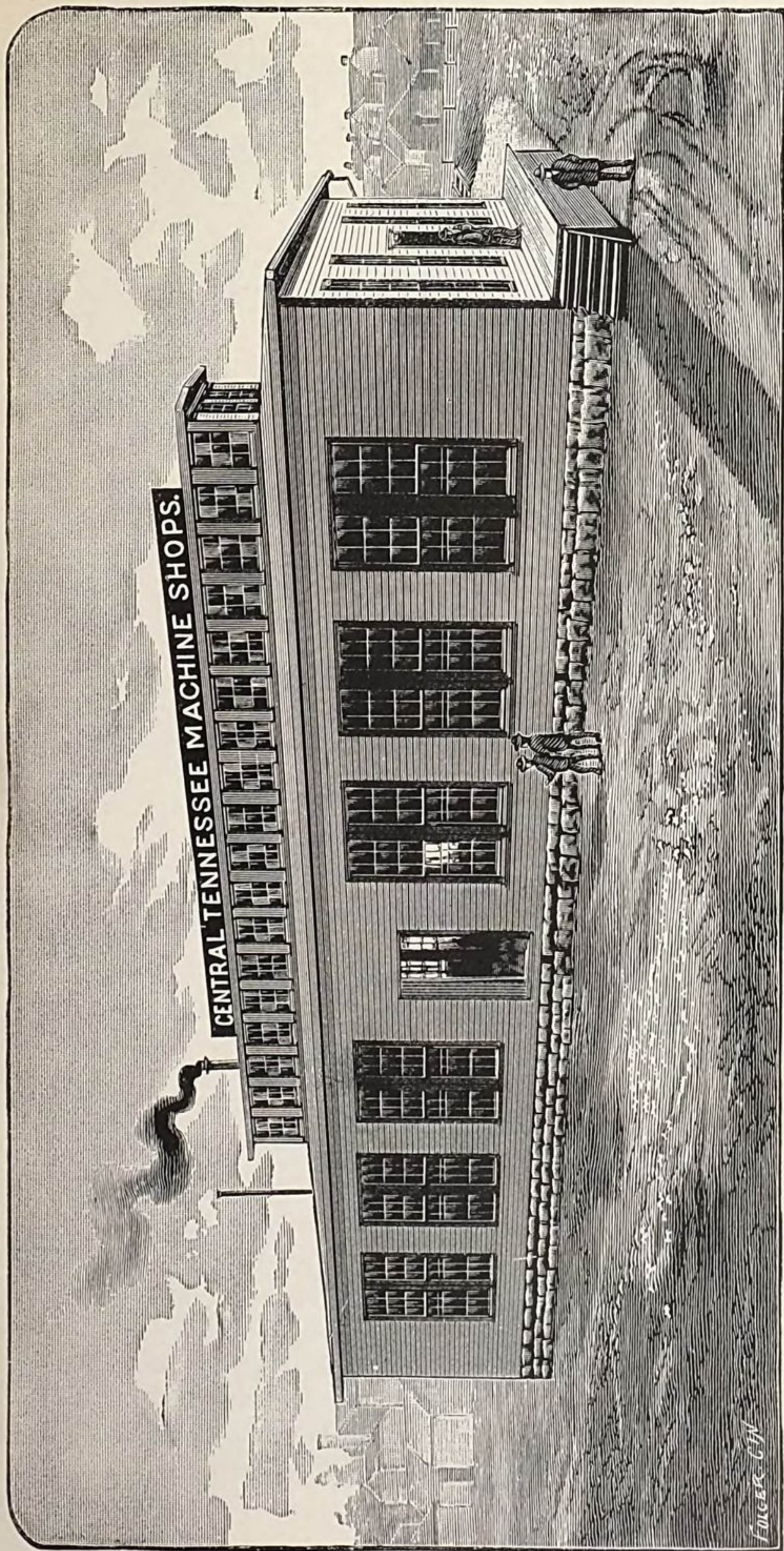
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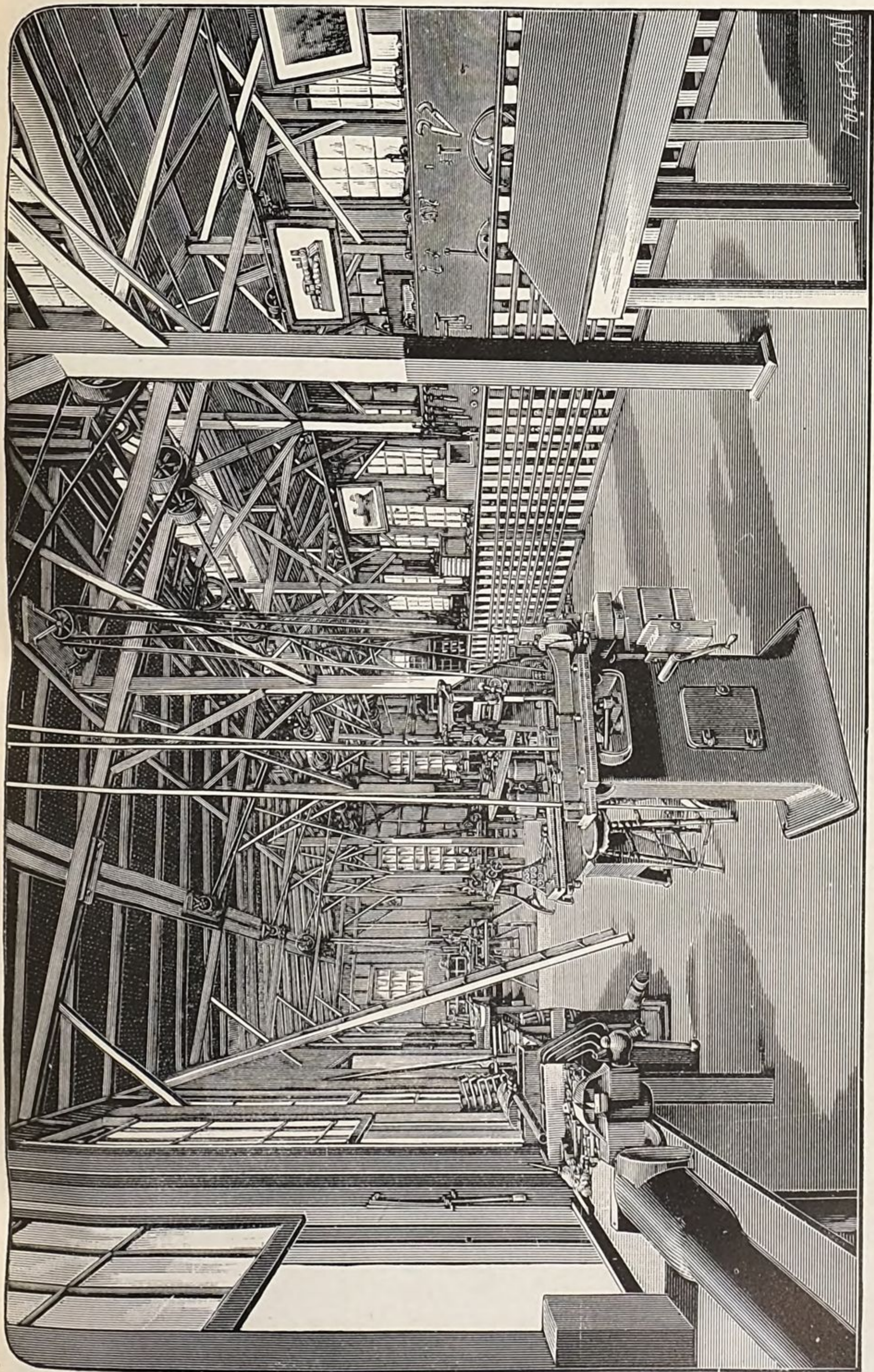
KNOXVILLE COLLEGE.

FOUNDING, ETC.

Like most other colored schools, Knoxville College traces its beginning to the troublous times of the Civil war. In September, 1862, under the auspices of three presbyteries of the United Presbyterian Church, Rev. J. G. McKee opened a school among the homeless, friendless Negroes who flocked into Nashville. Mr. McKee had graduated at Westminster College, and had studied theology at Xenia, Ohio. He was a pioneer in the cause of Negro education. Possessed of much tact, devotion, and courage, his labors were successful, despite innumerable difficulties. His school grew and prospered until his death in 1868. The United Presbyterian Church had other schools in the South besides



CENTRAL TENNESSEE COLLEGE—MACHINE SHOPS.



CENTRAL TENNESSEE COLLEGE—INTERIOR VIEW OF MACHINE SHOPS.

the one at Nashville. It now resolved to concentrate its efforts on one school and to modify and elevate the character of that school by introducing the normal feature.

In June, 1869, the general assembly of the church recommended its board of missions to the freedmen to proceed as soon as possible to the establishment of a normal school somewhere in the South and authorized it to draw upon the church for the funds necessary for the purpose. But the project lagged. The school at Nashville was abandoned or surrendered to others for a year and then resumed with flagging interest.

In 1874 Knoxville was selected as the location which promised the best results. The Nashville school was removed thither in September, 1875, and opened in an old building that had been occupied by a freedmen's school. Meanwhile a new building was being erected. Into this the school was moved September, 1876. Although the normal idea was not abandoned, the school was known henceforth as Knoxville College. Not that the name comported with the reality, "for there was not a student that could pass a good examination in arithmetic, grammar, or geography," but its realization was set up as a goal toward which all endeavor should tend. The institution has hardly yet attained to the stature of a genuine college, but it has organized college classes and has graduated some 20 young men and women. Rev. J. S. McCulloch, D. D., has been president and Miss Eliza B. Wallace, B. S., lady principal for thirteen years. Other buildings than the main building erected in 1876 have from time to time been constructed as the needs of the school required. A special feature are the homes for boys and girls. The Little Girls' Home was built in 1887 and the Little Boys' Home in 1890. Children from 6 to 13, whether orphans or not, are received into these homes and are cared for and taught by a matron, who endeavors to train hand, mind, and heart. In 1890-'91 Knoxville College had an enrollment of 313, much the larger portion being in the lower classes. Ten of them were "State normal" students. The property of the school, including 224 acres of land, is valued at \$100,000. Its chief support is contributions received through the board of missions to the freedmen, amounting to about \$7,000 annually.

INDUSTRIAL EDUCATION.

Manual labor and industrial training are prominent features of Knoxville College. Sewing and printing are taught and all of the work in and about the college, including the cultivation of the 16-acre farm, is done by students. Recently Knoxville College was made, virtually, the colored department of the University of Tennessee. The following statement explaining the relations between the college and the university was furnished by Dr. Charles W. Dabney, jr., president of the University of Tennessee. It would appear that President Dabney, is

not well informed as to industrial education in the other colored schools of the State or else underestimates it.

COLORED DEPARTMENT OF THE UNIVERSITY OF TENNESSEE.

An article of the State constitution requires that the colored race shall have a fair share of all the benefits of all funds provided for public education, "but the accommodation and instruction of persons of color shall be separate from the white." The spirit of all the United States statutes pertaining to the land grant is the same. The Negro must have his share of the benefits of these grants, as far as he may be qualified to avail himself of them. The last grant (Morrill act, 1890), which provided additional funds especially for industrial training and for instruction in English, etc., is very explicit in its provisions for the Negro.

From the time it received the benefits of the original land grant the University of Tennessee has done all it could to aid those colored men who had qualified themselves to take a college course.

For a long time the only place in the State where college education was provided for them was at Fisk University. The land-grant act forbade any portion of the principal or interest of that fund from being used for the purchase of land or the erection of buildings. The university had no money to purchase a site or erect a building for a separate colored department, and the State gave it nothing it could use for this purpose or any other; it has never given the university anything from its own treasury.

Under these circumstances the only thing that could be done was to adopt some existing institution and pay the tuition of the colored appointees attending there.

The board had the precedent for this in many other Southern States, as, for example, in Virginia at the Hampton Institute and also in the arrangement which the State made with them.

Not wishing to expend any money in lands or buildings, the general assembly of 1869 adopted the East Tennessee College for its land-grant institution, entering into a contract, under which East Tennessee College bound itself to provide the land for the site and for the agricultural experimental farm and the fund for extensive buildings; while the State bound itself to pay the whole of the income from the land grant to this college as long as it fulfilled its part of the contract.

In adopting another institution for its colored department the university was following the example of the State in this original arrangement with it.

When colored men prepared themselves and secured appointments the board made an arrangement with Fisk University to educate them. At first the requirements comprised only the elementary branches of the common school course. The first colored men who entered were sent to Fisk University about 1882. As white students received free tuition, the tuition of the colored appointees was paid at Fisk. The examinations were held by the county superintendents at Fisk University and at the University of Tennessee, at Knoxville, and there were sometimes 30 or 40 of these in a year.

When Knoxville College was established some time later, a similar arrangement was made with it and colored appointees had the option of going to Fisk or to Knoxville College. This increased the numbers still further.

In 1887 the board decided to consult the attorney-general of the State about this and all the other conditions of its contract with the State. We desired to be advised in a proper manner about our duties and legal responsibilities to the State before going on with the new plans then proposed.

With regard to this question of a colored department the attorney-general thought that we had done all that was required of us or could be done in the premises; but he advised us that all the departments of the university should be located at Knoxville, if possible, in immediate connection with the original departments, where they

could be under the supervision of the president, board, and faculty. So long as we had an opportunity to do so, he thought this our plain duty.

Accordingly, in 1888, Fisk University was duly notified not to receive any additional students, and that, as soon as those then matriculated should finish their courses, the university would cease to send appointees there.

Negotiations were commenced at once with Knoxville College, which had developed into a most excellent school, and, as soon as the funds could be released from the other contracts, a new and closer contract was made with the management of this institution.

Under this new arrangement, which went into effect in 1890, Knoxville College agreed to establish a new department of the sciences and industries "pertaining to agriculture and the mechanic arts," to be called the industrial department, for which it should provide the land and buildings, and the University of Tennessee should provide the equipment, teachers, and all current expenses. This made this college a complete one according to the requirements of the land-grant act, as it already had full literary and mathematical schools. The board of the university elects the teachers, makes appropriations from the income on land grant and its additions, makes rules, etc., for this industrial department, while the board of Knoxville College supports and controls the previously existing literary department. In other matters the two boards act together. There is only one executive, however, the president of Knoxville College.

This industrial department is being built and equipped now. The writer visited the board of the United Presbyterian Church at Pittsburg, Pa., who have been the generous patrons of this institution ever since its foundation, and secured from them an appropriation for the new building required. It has facilities for instruction in chemistry and botany, scientific agriculture, physics, and drawing, and practical work in farming, gardening, and shop work in wood and iron. The State appointees are required to take either a scientific or industrial course in this college. They receive their literary and mathematical training in the other departments of the college. The contract provides that they shall have free tuition in all the general departments of the college, and, in return for this, the other students of Knoxville College are to have free tuition in the industrial department after the State appointees are accommodated.

So Knoxville College became, in fact, a department of the University of Tennessee.

The tendency is to bring it more and more under the care and influence of the general faculty of the university. Special regular teachers are employed for the industrial department of Knoxville College, but their instruction is supplemented by lectures by our regular professors when necessary.

The standard for admission has been raised and it is now the same (or as nearly the same as possible) for whites and colored, with the understanding that the examiners will be lenient to the colored man.

There were 16 colored students last year, and the number will increase largely when the new department has had time to illustrate its plans.¹

The board of the university has created twelve separate apprenticeships in this department, worth \$50 per annum, for the purpose of aiding poor and meritorious students in getting an education.

We believe that this college now provides for the "brother in black" the kind of education which he needs most. The schools established by churches and benevo-

¹ The fact that the Negroes of Tennessee are, according to the census of 1880, entitled to about 69 of the 275 cadetships, led a committee of the general assembly in February, 1891, to recommend that a colored appointee to the State University be allowed to attend either the school at Knoxville or one of the four schools: Fisk, Roger Williams, Central Tennessee, at Nashville, or Le Moyne Institute at Memphis, as he chose.

lent people at the North have naturally aimed to give him a literary education which would qualify him to teach or preach. This has, we think, been carried too far. It is the aim of the University of Tennessee, as it believes it is its duty, under this important trust, to provide industrial education for him. The interest manifested and the success already attained encourage us to expect splendid results from this experiment.

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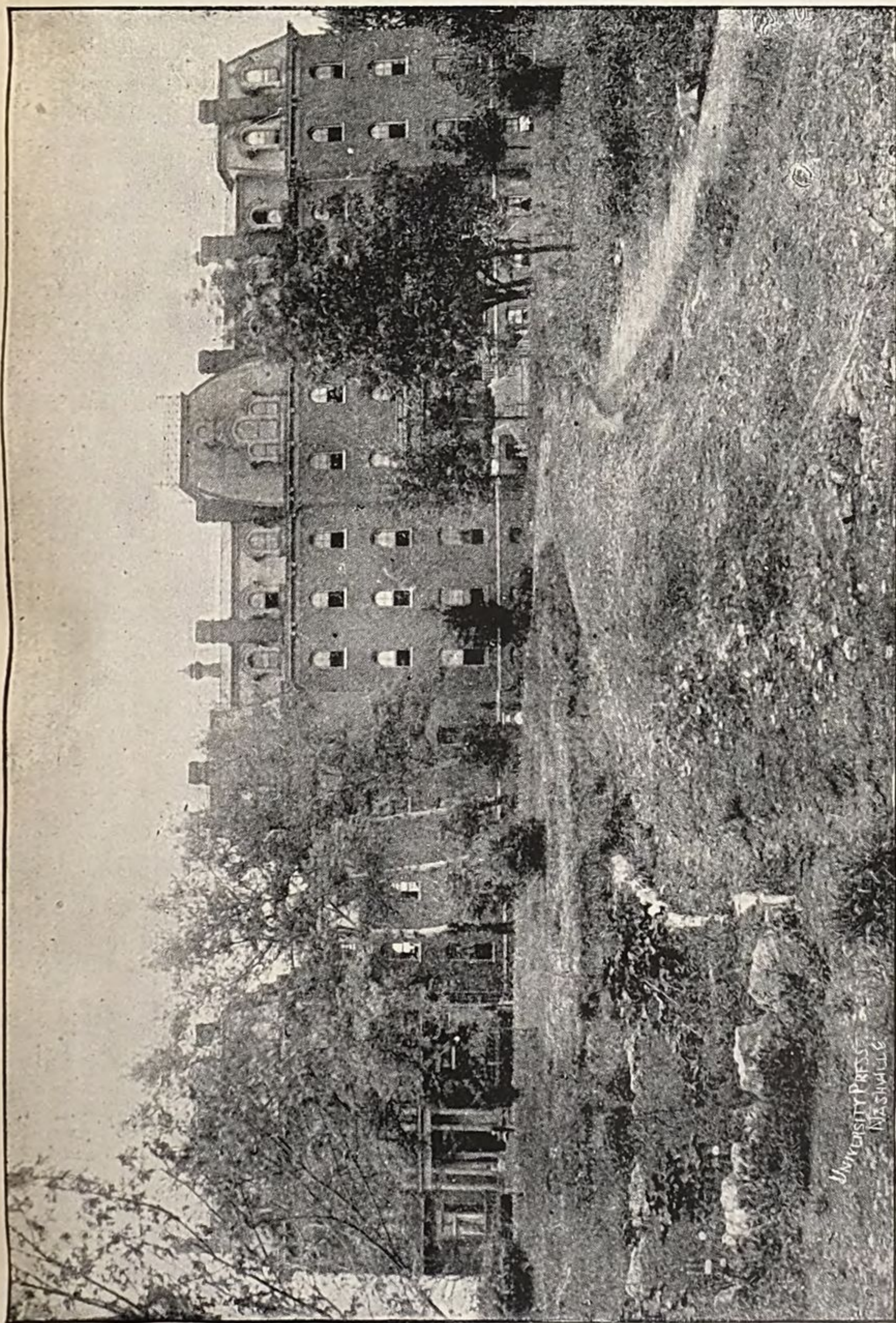
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ROGER WILLIAMS UNIVERSITY.

Roger Williams University is one of some fifteen schools for the freedmen whose establishment is mainly due to the American Baptist Home Mission Society. This society began missionary and educational work among the Negroes as early as 1862. In the summer of 1864 it sent Rev. Daniel W. Phillips, D. D., to Nashville to start a school. Dr. Phillips was by birth a Welshman. He had come to America while a young man and by dint of unremitting toil and the closest economy had acquired an education at Brown University when that institution was under the presidency of the celebrated Dr. Wayland. It was his conviction that it was his duty to come that now brought him into this new field.

For some time after reaching Nashville Dr. Phillips had charge of the Central Baptist Church, whose membership was white. At the same time he was teaching and preparing for the ministry a class of young colored men, at first in the basement of the First Colored Baptist Church, afterwards in his own house. Being on the alert for a place in which to regularly open his school, he purchased a lot near Fort Gillem and removed to it a two-story frame building bought of the Government for \$1,000. The Home Mission Society paid for the building, but \$6,000 or \$7,000 more were needed to pay for the lot and to set up and remodel the building. An effort to obtain assistance from the Freedmen's Bureau proved fruitless, as did also a subsequent attempt to secure an appropriation from the Peabody fund. Dr. Phillips and Rev. W. C. Rush, who had become associated with him, then went North to raise the money, Dr. Phillips going to New England, and Mr. Rush to Ohio. Their mission was successful and in 1867 the Nashville Normal and Theological Institute was opened. As its name implied, its primary object was the education and preparation of teachers and preachers.

The school prospered and with its prosperity the need of larger and better accommodations grew imperative. Dr. Phillips determined to buy a site on Fort Gillem, the fort crowning the hill on whose side was situated the institute. He went to New England to raise the purchase money. After securing enough promises to make it certain that he would be able to collect the whole sum, he wrote to a friend in Nash-



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ROGER WILLIAMS UNIVERSITY.

ville to make the purchase, but only to learn that he had been forestalled by Fisk University. Dr. Phillips was sorely disappointed. The now urgent needs of the school demanded immediate action. Rev. Dr. Simmons, secretary of the American Baptist Home Mission Society, came to Nashville, and with Dr. Phillips spent a month in canvassing for a location for the school. At last the present location, on the Hillsboro turnpike, 2 miles from the heart of the city, was selected. There were a mansion house and outbuildings and 30 acres of land beautifully situated on elevated ground. The Mission Society was not able to pay the price asked—\$30,000. Thereupon Dr. Nathan Bishop and wife, of New York, offered to furnish the means, and the place was bought. Two stories were added to the mansion house, making it four stories in all. Plans were made and work begun on an additional building, to cost \$10,000 or \$12,000. Dr. and Mrs. Bishop again stepped in, and a building costing three times as much was erected instead. Centennial Hall, as this building is called, is a four-story brick exclusive of basement, 49 feet in width by 185 feet in length. The basement is used as a boarding department, the first floor for school purposes, and the three upper floors as dormitories for young men.

The Mansion House, also a four-story brick, is 48 feet in width by 80 feet in length, and furnishes apartments for some of the teachers and dormitories for the young women. The Mansion House and Centennial Hall are united by a hall way and at a distance present the appearance of a single structure. Since these buildings were erected two residences have been built on the grounds, one for the president and one for the principal of the normal school. The institute was removed to its new location on the first Wednesday in October, 1876. In 1883 it was incorporated as Roger Williams University. Dr. Phillips deplored the change of name; no good would come of calling the school what it was not; possessed of the name of a university it would ape the ways of a university; its true scope would be lost sight of and its true aim perverted.

At the top of the curriculum stands the college course of four years. Next below is the college preparatory course of three years. Then comes the normal course, and still lower the English department, furnishing elementary instruction. There is also a theological course of two years. The rudiments of knowledge are thoroughly taught; the college course is not very full and not very advanced. The degrees of B. A. and B. S. are conferred upon graduates. Bachelors of three years' standing who in the mean time have been engaged in literary or scientific pursuits are admitted to the master's degree on the presentation of a suitable thesis. The degree of bachelor of divinity is given to such as complete both the college and the theological course. Provision is made for instruction in instrumental and vocal music. Industrial training for both sexes is supported by an annual appropriation of \$1,000 from the Slater fund.

Every student is required to do work for the university amounting to one hour daily or pay \$2 per month in lieu thereof. The whole tendency is to dignify labor. Another thing in which Roger Williams is like the other colored schools of the State is this: All of them are under the patronage of some Christian organization, and religious education is deemed of paramount importance; Roger Williams has daily classes in Bible study, and every student is required to attend one of these classes. "Recognizing the importance of exercise in student life, a military company has been formed under the laws of the State, and regular drill is given in military tactics." The enrollment of Roger Williams has reached nearly 300; in 1888-'89 it was 286; in 1889-'90, 273; in 1890-'91, 226. Among these is found a number of "State normal" students. The majority of the students teach school during vacation and many of them do so during a part of the school year.

Dr. Phillips was at the head of the Nashville Normal and Theological Institute until 1882, when he was succeeded by Rev. William Stewart. Dr. Phillips retained his professorship, however, and when the institute was incorporated as Roger Williams University he was elected president of the board of trustees, a position which he held until his death, in April, 1890. Rev. William Stewart was president of the school until 1884. Rev. Edward C. Mitchell was then president *pro tempore* for one year. From 1885 to 1887 the position was filled by Rev. William H. Stiffler.

In 1887 Rev. Dr. A. Owen, the present president, came into office. Dr. Owen was for seven years president of Denison University. Six male and 5 female teachers assist him in the work of instruction. The Roger Williams property is valued at \$100,000. With its splendid site and handsome buildings the university adds no little to the beauty of Nashville's environs. Moreover it is one of the institutions that make Nashville the educational center of the South for blacks as well as whites.

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HOFFMAN HALL.

Hoffman Hall is the living attestation at once of the zeal of a great church for the uplifting of the Negro and of the kindly feelings of brotherhood that exist between two denominations of Christians. It is a theological college of the Protestant Episcopal Church for the education and practical training of colored candidates for the ministry established in connection with and located in proximity to Fisk University, a colored institution of the Congregational Church. The Episcopalians have no school in Tennessee for the higher education of the Negro, and by invitation of the authorities of the Fisk they founded their theolog-

ical school by the side of the Fisk, where their students enjoy at the same cost the same advantages as Fisk students. "Undergraduates reside in the hall, and either pursue the full classical course at Fisk University, taking their degree (recommended wherever possible), or pursue such partial course at the university, supplemented by studies at the hall, as may be arranged by the principal." The past year, the first year in the history of Hoffman Hall, there were four theological and four undergraduate students. The regular instructors are Rev. Meredith O. Smith, B. D., principal of the hall, and Archdeacon Colbraith B. Perry. Four "honorary professors," pastors of churches in different parts of the country, are in residence annually from two to three weeks each, during which time they give daily instruction. Hoffman Hall is so named in honor of Rev. Charles F. Hoffman, D. D., by the aid of whose munificence it was built. A small debt still remains unpaid.

CHAPTER XII.

THE PUBLIC SCHOOL SYSTEM OF TENNESSEE.

By THADDEUS P. THOMAS, M. A.

FAILURE TO RECOGNIZE IMPORTANCE OF PUBLIC SCHOOLS.

One cause of the slow development of the system of public schools in Tennessee and throughout the entire South has been the failure to recognize the importance of laying a good educational foundation. There has been a tendency to forget the fact that the effectiveness of the higher education depends largely upon the vitality of the common schools. In New England colleges were organized before there was an efficient public-school system; but if New England was the first to make the error she was also the first to rectify it. In the West, owing to the wise provisions of the ordinance of 1787, the educational system "was built from the bottom." In the South the case has too often been the reverse. In addition to this, public sentiment in all the earlier history of the State was never warmly in sympathy with the idea of State management of common schools, but it was believed that these would succeed better in private hands. It is largely due to these causes that the public-school system of Tennessee, as a vigorous and effective system, has no real history before 1873.¹

PUBLIC LANDS IN TENNESSEE CEDED TO THE STATE.

In 1790 North Carolina ceded all the land within the present limits of the State to the General Government. In 1796 Tennessee was admitted into the Union, but the General Government retained the public lands. It was not until 1806 that Congress ceded these lands to the State:

Provisions were made for the benefit of education similar to those made in the case of Ohio, but differing in one important particular. In Ohio, and in the other States carved out of the Northwest Territory, the sixteenth section in each township was designated and conveyed direct to the inhabitants of the township. The admirable system of United States surveys definitely located the grant, and the title was vested in the township. Tennessee, which had been admitted ten years before its land cession, had not been reached by this system of surveys. The township and section could not, therefore, be designated, and Congress did not vest title in the inhabitants of a township or district. The provision was in the following words: "And the State of Tennessee shall, moreover, in issuing grants and perfect-

¹(See paper on "Education in the South," by W. R. Garrett, in the "Proceedings of the Department of Superintendence of the National Educational Association," at its meeting in Washington, March, 1889.)

ing titles locate 640 acres to every 6 miles square in the territory hereby ceded where existing claims will allow the same, which shall be appropriated for the use of schools for the instruction of children forever." This provision imposed a duty on the State, but failed to vest the title in the subordinate civil division. Tennessee had no series of civil divisions of 6 miles square corresponding to the township. The grant was not thus definitely located and vested. In the mean time much of the land had been taken up by valid claims and with the rapid stream of immigration which poured in the squatter preceded the surveyor. Many acts were passed by the legislature to protect the school lands, but from the vague nature of the grant and possibly from the failure to appreciate its value, the opportunity to utilize it was lost.¹

The same act of Congress provided that 100,000 acres of land should be set apart for the use of academies, one academy for each county; and 100,000 acres for the use of two colleges, which have since developed into the Peabody Normal College and the State University at Knoxville.

ACT OF 1830.

Though the messages of the governors constantly refer to the subject, no definite plan for a system of public instruction was attempted until the passage of the act of January 14, 1830, by which provision was made for laying off school districts. Five trustees were to be elected in each district and the chairmen of the boards of trustees were to select commissioners who were to divide the school money appropriated for their county among the several districts. The trustees were to employ and dismiss teachers and make annual reports to the commissioners, who were then to make annual reports to the legislature. An important clause in the constitution of 1834 was the one which provided that the common-school fund should be "a perpetual fund, the principal of which should never be diminished by legislative appropriations." But the school money was used for private purposes more than once, and in one case this was done by the superintendent of public schools, Robert H. McEwen, who had been elected in 1836. A large part of the school fund was also lost on the failure of the Bank of Tennessee, which had been created in 1838 and in which the school fund had been invested. But the State has made good these losses.

THE WAR.

Previous to the war there was no real vigor in the public school system. The State superintendent did not have sufficient executive power, but was merely an agent to look after the school fund. The system was characterized by a lack of unity in its organization. The interest on the school fund, amounting to \$90,000 annually, was distributed among the counties; but the sum was so small and so injudiciously used that the schools were generally maintained only a few weeks out of the year. During the war education was practically suspended throughout the South. The evils resulting from the war continued for

¹ Education in the South, W. R. Garrett.

many years. Historians are accustomed to give vivid accounts of the destruction of life and devastation of property caused by war, but they frequently fail to point out its disastrous effects on the intellectual advancement of a nation. The cause of education in the South had to wait until the people began to regain their material prosperity; for it is invariably true that the wants of the body must have attention before those of the mind. In addition to the other burdens left as a legacy of the war, the State found its population largely increased by the emancipated Negroes, who must be educated at the expense of the white people, as they were unable to contribute towards their own education.

ACT OF 1867.

In spite of all difficulties, a law was enacted in 1867 establishing a State system of public schools. The office of State superintendent of public instruction which had been filled by the treasurer¹ was put into the hands of Gen. John Eaton, who discharged its duties with energy and ability. The law was on the whole a good one, but it had been enacted in advance of public sentiment and it soon failed. The point had not yet been reached where the people were either willing or able to tax themselves to maintain a first-class educational system. There was in many quarters a bitter opposition to the organization of the schools.

THE ACT OF 1870.

The law of 1870 practically repealed the law of 1867. The State relinquished all efficient control, and virtually turned over the whole subject of common-school education to the different counties. The result was that in 1872 only twenty-nine out of the ninety-three counties of the State levied any educational tax whatever. It is estimated that not one-fifth of the scholastic population of the State had any means of education. "Indeed, in some of the counties visited there was not a single school, either public or private, in operation; nor were there any efforts being made by the citizens to remedy the deficiency."²

THE ACT OF 1873.

The system established by the law of 1873 is, with some amendments, the one which is in operation to-day. After it was once established there was a marvelous advancement in the efficiency of the schools in

¹ By the act of 1844 the office of superintendent of public instruction had been abolished and the duties of the office transferred to the treasurer. By the act of 1867 the office of superintendent of common schools was created, to be filled biennially by the vote of the people. This act was repealed in 1870 and the superintendent given ninety days in which to wind up the affairs of his office. The office of superintendent of public instruction was recreated February 3, 1871, but the treasurer of the State was made superintendent *ex officio*. It was made a separate office by the act of 1873.

² See report of State Superintendent John M. Fleming, 1874.

spite of prejudice, opposition, and monetary depression; and the system is one of which the State may well be proud. In accordance with its provisions the administration is in the hands of a State superintendent, county superintendents, and district school directors. The State superintendent is nominated by the governor and confirmed by the senate. The county superintendent is elected biennially by the county court and is paid for his services by the same body. There are three directors elected biennially by the qualified voters of the district. It is their duty to enforce the school laws, employ and dismiss teachers, take care of the school property, and use the school money for the best interests of the schools. The school age is between 6 and 21 years.

THE SCHOOL FUND.

The school fund is a legal fiction. There is no real fund in existence, but the State pays out of its taxes the interest on \$2,500,000 semi-annually for the support of the schools. To this are added the proceeds of all escheated property, of all property accruing to the State by forfeiture, of all lands sold and bought in for taxes, and of the permanent effects of intestates. Every male inhabitant is subject to a poll tax of \$1, and a tax of $1\frac{1}{2}$ mills on the dollar is annually assessed upon all property subject to taxation for the support of the public schools. These taxes are collected as other taxes are, and are paid over to the county trustee in the county where collected and distributed to each school district according to scholastic population. When these taxes are insufficient to keep up a public school for five months in the year in the districts of the county, "the county court shall levy an additional tax sufficient for this purpose, or shall submit the proposition to a vote of the people, and may levy a tax to prolong the schools beyond the five months; said tax to be levied on all property, polls, and privileges liable to taxation, but shall not exceed the entire State tax." The mayor and board of aldermen of cities and incorporated towns can establish high schools and are empowered to levy an additional tax for the purpose.

AMENDMENT OF 1891.

An important amendment to the original bill was passed in 1891, providing that there shall be two classes of schools: Primary schools, consisting of five grades, and secondary schools, which give the same instruction that is given in the primary schools and have three additional grades. The primary schools teach orthography, reading, writing, arithmetic, grammar, geography, history of Tennessee, and history of the United States. Vocal music and elocution may be taught. The secondary schools teach these additional studies: Elementary geology of Tennessee, elementary principles of agriculture, elements of algebra, elements of plane geometry, elements of natural

philosophy, bookkeeping, elementary physiology and hygiene, elements of civil government, and rhetoric. Practice is also given in elocution and vocal music may be taught.

STATISTICS.

The following statistics from the annual report of Superintendent Frank M. Smith¹ for the year 1890 will give an idea of the present condition of the schools:

Total scholastic population between the ages of 6 and 21:

Whites	510, 589
Colored	175, 721
Total.....	686, 310
Number of teachers employed	7, 911
Number of white schools.....	5, 395
Number of colored schools	1, 536
Total number of schools.....	6, 934
Number of schools controlled by city boards.....	117
Number of county institutes held during the year	402
Number of teachers attending.....	4, 749
Number of applicants examined.....	8, 916
Number of teachers licensed	7, 824
Number of pupils enrolled during the year:	
White males.....	168, 678
White females	156, 477
Colored males	47, 152
Colored females.....	47, 797
Total.....	420, 104
Average daily attendance:	
Whites	235, 166
Colored.....	61, 599
Total.....	296, 765
Total amount of money received, together with \$620,752.29 on hand ..	\$2, 038, 558. 35
Total expended.....	\$1, 300, 351. 67
Number of schoolhouses erected during the year.....	265
Total value of school property	\$2, 380, 319. 61
Average number of days taught.....	86+
Average compensation of teachers per month	\$31. 24
Average cost of tuition per pupil per month	\$0. 74

¹ The following are the names of the State superintendents since the establishment of the present system of schools: Jno. M. Fleming, 1873-'75; Leon Trousdale, 1875-'81; W. S. Doak, 1881-'82; Dr. Doak died in office and his unexpired term was filled by G. W. S. Crawford, 1882-'83; Thomas H. Paine, 1883-'87; Frank M. Smith, 1887-'91; W. R. Garrett, 1891.

TEACHERS' INSTITUTES.

One of the most powerful auxiliaries to the public schools has been the system of institutes established in connection with them. These were first regularly organized in the summer of 1874 through assistance obtained from the Peabody education fund. County institutes were also organized and the scope of the work has steadily increased since then. In 1891 \$1,500 was appropriated by the State and \$2,000 by the Peabody education fund for carrying on institutes. These appropriations were distributed between the two races in the ratio of their scholastic population.

In a free country the success of the schools depends largely upon the confidence and intelligent coöperation of the masses, and the value of these institutes lies in the fact that they have not only "educated the educator" in better methods of instruction, but have prepared the way for a vast improvement of the present prosperous condition of the schools by arousing the interest of the people in the cause of education more effectively than any other agency has ever done.



[Whole Number 197]

BUREAU OF EDUCATION.
CIRCULAR OF INFORMATION NO. 6, 1893.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.

EDITED BY HERBERT B. ADAMS.

No. 17.

HIGHER EDUCATION IN IOWA.

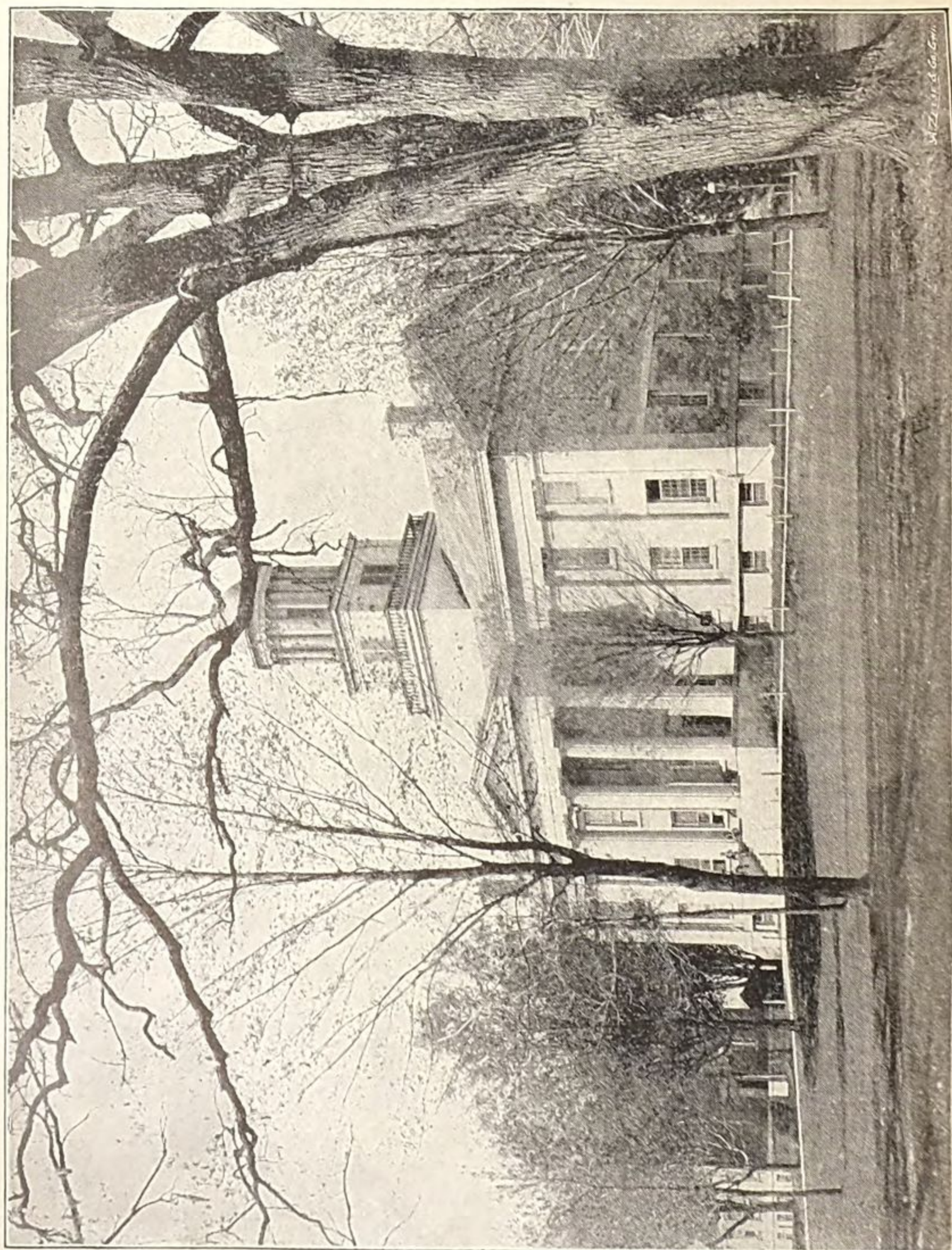
BY

LEONARD F. PARKER.

Professor of History in Iowa College.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1893.



STATE UNIVERSITY OF IOWA—CENTRAL BUILDING.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., March 1, 1893.

SIR: I have the honor to forward for publication as a Circular of Information the manuscript of a History of Higher Education in Iowa, by Prof. Leonard F. Parker of the chair of History in Iowa College, located at Grinnell in that State. This document constitutes No. 17 of the series of contributions to American Educational History, prepared under the editorial supervision of Professor Herbert B. Adams, of Johns Hopkins University, a series to which I have heretofore called your attention as a notable monument of the administration of my predecessor in this office, the Honorable N. H. R. Dawson.

Besides the local interest to which such a work appeals, there is much in the educational history of Iowa which is instructive to all students and observers of educational progress, since within her limits there has appeared from the time of the earliest settlements a noteworthy zeal in founding institutions of learning and in providing instruction for all classes of the people.

In behalf of the author I beg leave to state that his work was completed and delivered to this Bureau early in 1891, which date should be understood as the concluding period of the various sketches. He has been able, however, in some instances, to incorporate later information in the process of revising the proof.

I have the honor to be, sir, very respectfully,

WM. T. HARRIS,
Commissioner.

Hon. JOHN W. NOBLE,
Secretary of the Interior.

EDUCATION IN IOWA.

INTRODUCTORY.

OUTLINE OF THE HISTORY OF IOWA.

CIVILIZED CLAIMANTS OF IOWA TERRITORY.

Jacques Marquette and Louis Joliet were the first white men who ever stepped on what is now Iowa soil. Marquette claimed the region for his sovereign, Louis XIV, of France. Since then the sovereignty of the territory has been claimed by France, or by others as derived from France, as follows: (1) By France, 1673 to 1763, by right of discovery; (2) by Spain, 1763 to 1800, by cession from France; (3) by France, 1800 to 1803, by cession from Spain; (4) by the United States, 1803 to the present time, by purchase from Napoleon for \$15,000,000.

In 1803 there was a goodly number of American settlers along the Ohio River. The Mississippi was their only available outlet to the sea. Serious complications had arisen from the foreign control of the mouth of that stream. The interests of American trade in the West demanded that that barrier should be removed. The purchase of New Orleans and adjacent territory seemed desirable. On the other hand, Napoleon was becoming eager to sell all the French territory in the Mississippi Valley. France might be unable to defend it against hostile and combining Europe. Fifteen million dollars would be very helpful in the growing financial embarrassments of the French. The American Republic, now more than doubled in size by the acquisition of that immense territory, might become England's resistless antagonist. So thought Napoleon. The bargain was made with little delay.

The United States Government, however, has never assumed that the aboriginal inhabitants have had no rights to the soil of Iowa. It has induced them to surrender their claims by treaty, commencing with that of 1824, reserving a tract for half-breeds, and ending with the treaty of 1842, by which the Sacs and Foxes relinquished all the territory of Iowa.

ITS GOVERNMENT SINCE 1803.

Lead was discovered opposite Prairie du Chien, and the Spanish mines were opened by Frenchmen at Dubuque in 1788. A tract of nearly 6,000 acres in Clayton County was allotted to another Frenchman, Basil Giard, in 1795, and four years later the Spanish authori-

ties permitted still another Frenchman, Louis Honoré Tesson (or Freson or Fesson), "to establish himself at the head of the rapids of the river Des Moines," in Lee County, "to watch the Indians and to keep them in the fidelity which they owe to his [Spanish] majesty."

This Tesson claim became famous in the judicial and educational history of Iowa as the Half-Breed Tract. There were white occupants of each of these grants in 1803.

What is now Iowa was included in the District of Louisiana from 1804 to 1805, in the Territory of Louisiana from 1805 to 1812, and then in the Territory of Missouri from 1812 to 1821.

The District of Louisiana was under the control of the governor and judges of Indiana Territory, and that governor was then no less a personage than William Henry Harrison, who rose afterward to a generalship and to the Presidency. The white residents in this part of the Northwest had no voice in its government until it became the Territory of Missouri, when they chose a house of representatives, and that house named eighteen persons, from whom the President selected nine to constitute the Territorial council.

The State of Missouri was admitted into the Union in 1821, and "Iowa was left, for the time being, 'a political orphan.'" ¹ Nevertheless it was not altogether without law, for one provision at least of the Missouri compromise seems to have applied to it, that one which prohibited slavery in all Territories of the United States north of the south line of Missouri.

Iowa was formally opened to the whites in 1833, and in 1834 settlements were rapidly dotting the western border of the Mississippi and the more central parts of the Black Hawk purchase. These needed the protection and control of the National Government. The Iowa of to-day was consequently made a part of Michigan Territory from 1834 to July 3, 1836, then a part of Wisconsin Territory from 1836 to July 3, 1838. It was then included in Iowa Territory from 1838 to December 28, 1846, when it was admitted to the Union as the twenty-ninth State. Its inhabitants took no part in an election until 1836, when it was a part of Wisconsin Territory, and when for the first time the right of suffrage in the Northwest was not limited by a property qualification.

THE WHITE POPULATION.

The whites have constituted the only appreciable school factor in the history of Iowa. The number of negroes has been small. The non-Indian population at several important periods has been as follows: ²

1836.....	10,531	1860.....	673,779
1838.....	22,859	1870.....	1,118,207
1846.....	102,388	1880.....	1,614,600
1850.....	191,881	1890.....	1,911,896

¹ Hon. C. C. Nourse's Iowa and the Centennial, p. 4.

² Iowa, Historical and Comparative Census, 1836-1880, pp. xv-xvi, 8-9.

Immigration was at its flood tide about 1855. It increased 345 per cent from 1840 to 1850 and 1,465 per cent from 1840 to 1860. The earliest settlers came very largely from southern Ohio, Indiana, Illinois, and the more northerly of the Southern States; Pennsylvania soon furnished a large contingent, and after the democratic disappointments in the European revolts of 1848, many earnest republicans from the Old World became citizens of Iowa. About 1854 large additions were made to the population from New England and from its earlier overflows into New York and northern Ohio. This increase was facilitated that year by the completion of the railroad to the Mississippi and by later extension into the State.

CHAPTER I.

EDUCATION IN IOWA BEFORE 1838.

Education within the Territory of Iowa was limited to the Indian's wigwam and to the miner's cabin until after the United States' purchase from Napoleon. It was, indeed, almost thirty years after the purchase of Louisiana before the first school was organized here.

Prof. T. S. Parvin, one of the oldest settlers of Iowa, and the most painstaking and most trustworthy historian of pioneer days, writes as follows of the earliest American settlement:

Before any permanent settlement had been made in the Territory of Iowa or Wisconsin, white and venturesome trappers and traders, many of whom were scattered along the Mississippi and its tributaries as agents and employes of the American Fur Company, intermarried with the females of the Sac and Fox Indians. Many of them were respectable people. The first settlement and the one productive of the greatest results was made in Lee County in 1820 by Dr. Samuel C. Muir, a surgeon in the U. S. Army, stationed at Fort Edwards, now Warsaw, Ill., who built a cabin on the site of Keokuk. The doctor had been educated at Edinburgh, Scotland, and was a man of strict integrity and irreproachable character and very popular in the army. He had fallen in love and married a beautiful Indian maiden, to whom four children were born, one of whom, an honored lady, still lives in Keokuk.

In reply to an order of the War Department for all army officers and soldiers to cast off their Indian wives Dr. Muir said: "No. May God forbid that a son of Caledonia should ever desert his child or disown his clan," and at once threw up his commission and retired to private life. He erected the first cabin in what is now the city of Keokuk.

The first school was on the "half-breed tract." During the Spanish occupation of Iowa those limited tracts of land opened to the whites within the present limits of Clayton and Dubuque counties sustained no important relations to education. No school sprang up on the grant to Louis Honore Tesson, at Montrose, during his time. Neither the man nor the environment was specially favorable to education. In 1824, however, when the Sacs and Foxes, in their treaty with the United States, reserved for their half-breeds 119,000 acres in the southern angle of the present Lee County, they practically opened that locality to white settlement and to schools. The first school on Iowa soil was taught on the half-breed tract, at Galland, and near the land confirmed by the United States to Tesson's representatives.

THE FIRST SCHOOL.

It is less than sixty years since the first school was opened within the limits of Iowa, nevertheless several claimants have been presented

for the honor of being regarded the first teacher. The evidence¹ now seems conclusive in favor of Mr. Berryman Jennings. Prof. T. S. Parvin has gathered the facts on this point with great care and skill, and from one of Mr. Jennings's letters to him the following extracts are taken:

I do not remember the names of the pupils of my school or of my patrons, but I do remember that I taught school in Lee County, Iowa, in 1830, and that it was the first school taught north of Missouri and west of the Mississippi River, a very large school district, extending to Canada on the north and to the Pacific Ocean on the west, where there are now some thirteen or more States and Territories.

* * * * *

I was residing on the half-breed tract, now part of Lee County, in 1830. Dr. Isaac Galland, an eminent physician and citizen, resided six or eight miles above the present site of Keokuk, on the Mississippi River, near where resided several American citizens who had children of a school age. The doctor prevailed upon me to teach a three months' school. Dr. Galland furnished rooms, fuel, furniture, and board in his family. While teaching he gave me the use of his medical books (with which he was well supplied) to read, and after school I continued to read until mid-summer of 1831, when I was taken sick; convalescing, I returned to my father in Warren County, Ill.

This schoolroom was as all other buildings in that new country, a log cabin built of round logs or poles notched close and mudded for comfort, logs cut out for doors and windows, and also for fireplaces. The jamb back of the fireplace was of packed dry dirt, the chimney topped out with sticks and mud. This cabin, like all others of that day, was covered with clapboard. This was to economize time and nails, which were scarce and far between. There were no stoves in those days, and the fireplace was used for cooking as well as comfort.²

This letter gives us a glimpse of the first school, of the first school-teacher, and of the first schoolhouse in Iowa.

OTHER SCHOOLS.

It is "interesting to know that schools were taught in Iowa four years before our connection with Michigan, six earlier than our union with Wisconsin, and eight before Iowa had an independent organization." Prof. Parvin says he has "the names and places of no less than forty teachers who taught school in Iowa prior to the organization of the Territory, July, 1838." Those earliest schools were maintained in the present counties of Lee, Van Buren, Des Moines, Henry, Muscatine, Scott, Clinton, Jackson, and Dubuque.³

Those early teachers were not professionals; those early schools were neither high schools nor State-supported; those early schoolhouses were not palaces. The teachers were usually peripatetic; the schools were mixed in grade and sometimes in color; there was in them little of college or of delicate "culture;" there was often much of the brawn and the brain that build empires.

¹ Iowa Normal Monthly, Vol. XII, pp. 267-271. Iowa Historical Record, Vol. V, pp. 201-212.

² Written from Oregon City, Oregon, November 28, 1884.

³ Iowa Historical Record, Vol. V, p. 211.

Early schoolhouses were log. Immigrants pushed across the Mississippi and sometimes across the Indian frontiers even in the face of United States soldiers sent out to repel them. They were on the western bank of the Mississippi before the Black Hawk purchase of 1832; they pressed their way more than 50 miles west of that river before the treaty of 1837 opened that more distant territory to the whites, and, when the midnight signal in 1843 indicated that the recent lands of the Sacs and Foxes were theirs no longer, waiting men, women, and children instantly rushed forward into the newly opened groves of central Iowa.

Pioneer skill could build houses for civilized men out of standing trees with few implements beside the ax. It did do it. And, "wherever a little settlement was made, the schoolhouse was the first united public act of the settlers, and the rude primitive structure of the early time only disappeared when the communities had increased in population and wealth and were able to replace them with more commodious and comfortable buildings."

One of those primitive structures has been described thus:

It was built of round logs, the spaces between them chinked and then daubed with mud. About 5 feet from the west wall on the inside and about 5 feet high another log was placed, and running clear across the building. Puncheons were then fixed on this log and in the west wall on which the chimney was built. Fuel could then be used of any length not greater than the width of the building, and when it was burned through in the middle the ends were crowded together. In this manner was avoided the necessity of so much wood chopping. There was no danger of burning the floor, as there was none. The seats were made of stools or benches constructed by splitting a log, hewing off the splinters from the flat side and then putting four pegs into it from the round side for legs. The door was made of clapboards. On either side a piece of one log was cut out and over the aperture was pasted greased paper, which answered for a window. Wooden pins were driven into the log running lengthwise immediately beneath the windows, upon which was laid a board, and this constituted the writing desks.

Doubtless many log schoolhouses were better than the one thus described; it was certainly the substantial type of very many.

The exact number and kind of schoolhouses can not be given year by year until after the organization of the State. However, they were invariably log buildings until 1840, when the first frame schoolhouse was built at Muscatine, where also the first brick schoolhouse was erected ten years later. While these log schoolhouses increased absolutely in number until 1862, when there were 893 of them in the State, they seem to have diminished relatively from earliest territorial years. In 1854 they were about half of the whole number, and, when most numerous in 1862, they were only about one-fourth of all. The entire number has now (1890) dropped down to 30, or to merely 1 out of 429.

SCHOOLHOUSES, CHURCHES, OR TOWN HALLS.

The first buildings erected by the Iowa communities, and for them were either schoolhouses or churches, probably, but it was often difficult to tell what to call them. They were used for all public purposes

indeed, and often planned and built for more than one kind of public service. One building erected in Dubuque, in 1833 or 1834, sometimes called the "first schoolhouse in Dubuque, and first in the State," is also called by early Iowa writers a "church," a "meetinghouse," and even a "court-house." Fortunately for the question before us that log structure was built by subscription, and the original subscription paper is the property of the Iowa State Historical Society. That paper shows that the building was erected for the Methodist Episcopal church, and when not occupied by that church, might "be used for a common school at the discretion of the trustees." It was used, as it seems, as a town hall also.

William R. Ross, the gentleman who erected the first schoolhouse at Flint Hills (now Burlington), said that in 1833 he built "a log cabin for a schoolhouse and for preaching." Probably he himself could scarcely tell which object was first in his own thought. It is still more probable that he never attempted to analyze his thought in that respect.

In the history of Denmark there is a notice of "a shanty sanctuary which was to be a schoolhouse as well for eight years," one at first used "without door, floor, or windows," looking "as though all the materials had been taken from the stump within twenty-four hours."¹

The schoolhouse in Grinnell was long the only building for public use. It was church, town hall, lyceum, and universal public reception room. In general, the earliest schoolhouses were private (or semi-public) property and for various uses. After school laws were in force buildings were often recognizable as distinctively schoolhouses or churches only by determining who built and who controlled them.

SCHOOL LEGISLATION BEFORE THE ORGANIZATION OF IOWA TERRITORY.

The ordinance of 1787 was enacted for territory east of the Mississippi; nevertheless, its beneficent provisions were quite as efficient west of that river. Iowa was entitled to the benefits of that ordinance ever after its connection with Michigan Territory. The school legislation, however, of Michigan Territory was valueless to Iowa. That Territory created the office of "superintendent of common schools" in 1835. He was to take charge of the schoolhouses and general school interests, and to report annually whatever might appear to him "necessary and proper for the advancement of education." At that time there were schools in the Iowa district in both of its two townships of Flint Hills and Julien, which constituted, respectively, the counties of Des Moines and Dubuque, but no Territorial "superintendent" ever visited them.

The educational legislation of Wisconsin Territory was more aspiring, though scarcely more effective in producing permanent results in Iowa.

¹ Dr. Magoun's "Asa Turner and His Times," p. 196.

Its act to prevent trespass on school lands was worth little anywhere. It was passed in 1836 and made it a "trespass to cut down or destroy or haul from off the school lands any timber or wood of any kind, provided, the act shall not be so construed as to prohibit any person from using any of the timber on said school land for the purposes of cultivating such land." Thus a law to prevent trespass on school lands made one trespass curative of itself and of a preceding one. Original, aboriginal legislation, indeed!

The same legislature tried its hand at university building on the east side of the Mississippi, but its Wisconsin University at Belmont was a prompt failure. The next year, December 13, 1837, the legislature voted "to establish the Wisconsin University of Green Bay," but altogether in vain, though the same body was eminently successful in actually establishing "the University of the Territory of Wisconsin, at, or near Madison," the institution which is now flourishing as the State University of Wisconsin.

January 15, 1838, was a red-letter day for seminary schemes for Iowa in that legislature. On that day Dubuque Seminary was established (so far as it could be by a legislative body) in Dubuque County; Mount Pleasant, in Henry County; Farmington, in Van Buren County; Augusta and Union, in Des Moines County, and West Point and Fort Madison, in Lee. These seminaries were for both sexes and to teach science and literature, but they had no foundation more substantial than hope and the statute.

COLLEGES WEST OF THE MISSISSIPPI.

That Wisconsin legislature, in January, 1838, was memorable also because of its action for colleges in Iowa. It was doubtless affected by Iowa influences somewhat readily, since that session was on Iowa soil at Burlington. Four days after its effort to create seminaries in Iowa it voted to establish the Philandrian College and to incorporate the Davenport Manual Labor College.

The first section of the act in favor of the Philandrian College reads thus:

Be it enacted by the council and house of representatives of the Territory of Wisconsin, That there shall be established in the town of Denmark, in Des Moines County, a college for the purpose of educating youth, the style, name, and title whereof shall be "The Philandrian College of the town of Denmark," which college shall be under the direction of seven trustees, to wit: Rev. Jeremiah Porter, Samuel Barrett, James P. Stuart, Robert A. Leeper, Timothy Fox, Lewis Epps, and A. M. Dixon.

Elsewhere it was provided that the institution should be "open to every religious denomination," and that "no person as president, professor, instructor, or pupil" should "ever be refused admission for his conscientious persuasions in matters of religion."

The Leeper family circle, in which this separate enterprise originated, was Scotch Presbyterian—psalm-singing variety—and settled first in Bond County, Ill.; then at Jacksonville. The father gave largely to Illinois College, and influenced its

location there in place of Vandalia. Embarrassing himself by paying up his pledges to it, he removed to Princeton, and built there grist and saw mills and a carding machine. All the circle became at Jacksonville zealous for manual-labor colleges, and the proceeds of the Princeton property were to make the Philandrian such a college for Iowa.¹

The Leepers put their hearts and their purses so completely into the work, that they sent an agent to the East to secure "twelve young men or more to come and build academies as feeders to the Philandrian."² He failed to obtain either men or money. The Leepers soon lost their Princeton buildings by fire, and the college trustees probably never held a meeting.

The Davenport Manual-Labor College was to promote "the general interest of education and to qualify young men to engage in the several employments and professions of society, and to discharge honorably and usefully the various duties of life."³ A writer of the history of Davenport has said:

This scheme was a fine one, but it never amounted to anything, for two reasons—a lack of students and a want of money.

It came to its death by anæmia, a plague not limited to Iowa.

A writer has voiced the thought of many concerning this period of Iowa history, and concerning this legislation for higher education, by saying:

It is a little strange, wondrous strange, indeed, that a legislature composed almost wholly of Eastern and many New England men should begin at the top and foolishly try to build downwards to the bottom. At that period there were not youth of both sexes of sufficient number and advancement to constitute a collegiate preparatory department, or even a high school, in all the Territory.

That those New Englanders should begin at the top does not seem quite so strange when we recall the fact that their predecessors in Massachusetts began exactly in that way. The general court of Massachusetts Bay colony originated Harvard College six years before it provided for common schools, and when there were only about one-fourth as many white inhabitants in the colony as there were in Iowa in 1838. But the people in Iowa were scattered widely, with no marked common center and no one distinct educational nucleus. Attempting to establish many places of secondary and higher education, they gave permanent life to none.

¹ Dr. Magoun's Asa Turner and His Times, p. 243.

² Dr. Magoun's Asa Turner and His Times, p. 244.

³ Iowa Normal Monthly, XII, p. 275.

CHAPTER II.

EDUCATION IN IOWA TERRITORY, JULY 11, 1838-DECEMBER 28, 1846.

SCHOOL LEGISLATION.

There were three Governors in Iowa Territory during its eight years of existence.

(1) Robert Lucas was, fortunately, the first of these, from 1838 to 1841. It was still more fortunate that he came from public life in Ohio when that State was just taking advanced educational measures under the lead of its distinguished superintendent of public schools, Samuel Lewis. Iowa and Governor Lucas also were indebted (and how deeply we may not say) to a young clerk¹ an editorial assistant of Mr. Lewis in Ohio, who became the first private clerk of Governor Lucas in Iowa. The first report of Mr. Lewis was made in January, 1838, and the educational recommendations of Governor Lucas in his first message to the Iowa legislature in November, 1838, seemed very much like an echo from that report. The governor said:

The twelfth section of the act of Congress establishing our Territory declares "That the citizens of Iowa shall enjoy all the rights, privileges and immunities heretofore granted and secured to the Territory of Wisconsin and its inhabitants." This extends to us all the rights, privileges, and immunities specified in the ordinance of Congress of the 13th of July, 1787.

The third article of this ordinance declares, "That religion, morality and *knowledge*, being necessary to good government and the happiness of mankind, *schools* and all the means of education shall be forever encouraged."

Congress, to carry out this declaration, have granted one section of land in each township to the inhabitants of such township for the purposes of schools therein.

There is no subject to which I wish to call your attention more emphatically than the subject of establishing at the commencement of our political existence a well-digested system of common schools.²

He also recommended the organization of townships "as without proper township regulations it will be extremely difficult, if not impracticable, to establish a regular school system." In this first State paper, under the newly organized government of Iowa, do we find the township system recognized and enforced as the basis of a school organization.³

¹ Now Prof. Theodore S. Parvin, of Cedar Rapids, Iowa.

² Superintendent Abernethy's Iowa school report for 1874-'75, pp. 22, 23.

³ Iowa Normal Monthly, XII, p. 277.

The first legislature was not in harmony with the governor on some important points, nevertheless, it responded very readily (though only partially) to his educational recommendations. It enacted—

a law providing for the formation of districts, the establishing of schools; and authorized the voters of each district, when lawfully assembled, to levy and collect the necessary taxes, "either in cash or good merchantable property, at cash price, upon the inhabitants of their respective districts, not exceeding one-half per centum, nor amounting to more than \$10 on any one person, to do all and everything necessary to the establishment and support of schools within the same."

Mark! "Taxes, either in cash or good merchantable property." It is recalled in honor of young Erasmus, that he once said, "As soon as I get any money I shall buy Greek books, and then I shall buy some clothes." It should be remembered to the honor of these Iowa pioneers that they proposed to build schools before they got money.

The second legislative assembly enacted, January 16, 1840, a much more comprehensive law to establish a system of common schools; a law containing many excellent features. Its provisions were, however, in advance of the existing public sentiment, on the subject of education; making ample provision as it did for free public schools. Even the people of Iowa were scarcely ready for such a law.¹

No succeeding Territorial legislature took any advanced step of permanent importance. The third attempted to do so by creating the office of superintendent of public instruction.

The governor immediately tendered the appointment to T. S. Parvin, who had been his private secretary, and whose views and knowledge of the subject he had learned when preparing his first message. The appointment was declined, and then tendered to Dr. William Reynolds, a gentleman of education from the East, but wholly unacquainted with the West and her people.²

He, however, did what he could under the circumstances. He held the office only a single year and made but one report to the legislature, and that was dated December 20, 1841.

He recommended legislation tending to the creation of a permanent school fund, and discussed the propriety of providing for "compulsory education," even at that early day. He added that the territory was settling with such astonishing rapidity that the legislature should take early steps more efficiently to organize schools in the territory.

A STEP BACKWARD.

The senate committee on education indorsed the superintendent and the superintendency, but the school committee of the house of representatives took a very different view of the subject. It reported that free schools could be successful only in populous localities, that "no permanent aid on the part of the legislature" could be given to primary schools, and that the office of superintendent should be abolished.

All the recommendations of this astute committee seem to have been adopted; as no action was taken to advance the cause of education, and for several successive sessions, school legislation was rather retrogressive in character.³

¹ Iowa School Report, 1874-75, p. 23.

² Iowa Normal Monthly, XII, p. 279.

³ Hon. Alonzo Abernethy in Iowa School Report, 1874-75, p. 29.

This was true during the five remaining years of the Territorial period, although Governor John Chambers (in office 1841–45) urged the legislature of 1841–42 to advanced action, saying:

I most earnestly recommend the subject to your consideration. If the school system is defective it ought to be promptly altered or amended, and if those to whom the duty of carrying it into effect has been committed can not be induced to act under the existing provisions of the law, others should be adopted of sufficient force to insure the performance of every duty necessary to bring it into successful operation. The subject is one upon which no delay or neglect in any department of the government, or on the part of any persons concerned in the administration of the laws for its regulations ought to be tolerated.

SCHOOLS IN IOWA TERRITORY.

Prof. Parvin says of this period:

Children of school age not otherwise employed were so scarce that in a town of 100 people there was but one child, and to prevent him from being lost in the bushes his mother tied a small bell about his neck. And even after the erection of the first schoolhouse, which, in its day, was the largest only frame schoolhouse in the Territory, we remember having gathered wild strawberries in the streets.¹

Pioneering was lively business, and children had their full share in all industries. Nevertheless, Superintendent Reynolds was not prevented from saying in his report to the legislature in 1841:

The interest taken in schools and the school law, almost universally, and the fact that the interest is daily increasing, can not fail to be highly gratifying to every person who is anxiously looking forward to the time when we shall have a good "system of public instruction," and the funds to enable us to carry it into effect. The flood of emigrants that is so rapidly settling our territory, seems to bring with it the right spirit, and there are very few neighborhoods where there are a dozen or twenty children that can be collected, in which there is not a school, and if it is not of the best kind it is the best they can get, and consequently creditable to them. * * *

The three counties which have reported are Clayton, Lee, and Des Moines. In Clayton there have been schools taught in two places only, neither of which have reported.

There are several good schools in Des Moines County, and they are liberally supported. The city of Burlington has seven schools; one in which the higher branches of an English education and the classics are taught, and another devoted to the education of young ladies.

Lee County has thirteen townships, only four of which appear to have reported. These are Denmark, West Point, Washington, and Van Buren. These townships have been divided into districts, most of which appear to have organized and are acting under the law, and in Denmark, Washington, and Van Buren the prospects appear very flattering. Taxes have been voted in several instances, as the reports will show.

In Louisa County several schools have been taught during the past summer—some very good—and there are several in operation this winter. There appears no want of zeal. Want of schoolhouses and teachers, and the scattered situation of the inhabitants plead excuse.

Our larger towns, Burlington, Dubuque, Mount Pleasant, Fort Madison, and Iowa City, are all very creditably supplied with schools. In the latter there are four schools. One, just commencing operation under my own superintendence, is designed

¹ Iowa Normal Monthly, XII, p. 278.

to be a permanent institution, and to afford to youth of both sexes every facility for acquiring all the branches of an academic education; and as far as opportunity offers it will be made useful to those who may wish to qualify themselves to teach. One of the other schools is devoted mostly to the interests of female education and the others are common schools.¹

The United States census of 1840 indicates the existence of 63 primary and common schools, with 1,500 scholars, in the Territory, and one academy in Scott County with 25 pupils. When the Territory became the State it contained about 100,000 people, 20,000 of school age (between 5 and 21), 400 school districts, and 100 schoolhouses, valued at \$135 each.

During the territorial period a goodly number of academies and seminaries were incorporated, but it has been said that "it would require an antiquarian, with a surveyor and his compass and chain, at this date to find some of those seats of learning of fifty years ago. Some of them, like Jonah's gourd, came up at night, flourished for a season, a very brief one, and withered with the rising of the sun." Some of them survived until graded and high schools deprived them of patronage. One and only one of these still lives, and of Denmark Academy a word must be said when existing schools are named.

SCHOOLS BEFORE TAXES.

The people did not wait for legislation nor depend upon it in earliest school-building. This has been obvious already, yet it deserves formal notice. The older towns steadily maintained and enlarged their schools by subscription when no law enabled them to levy a tax, and the newer towns opened places of instruction in their earliest cabins or beside them.

What effort and what sacrifice they cost them none of this generation can know and few can well imagine. If we could look into their cabins, closed closely enough against a king but far too open to frost and storm, if we could see the people clad in homespun or in deer-skins, and at meals as frugal as Marion's historic dinner, and if then we should hear them (as we might have heard them) volunteer to build another cabin for a school and to live even more meagerly in order to pay a teacher, we might have some approximate appreciation of their regard for education.

¹ Iowa School Report, 1874-75, pp. 27-28.

CHAPTER III.

EDUCATION IN THE STATE.

GETTING UNDER WAY, 1846-'58.

The history of popular education in the State may be divided, very properly, into two periods, the one before and the other after the adoption of "the township school system" in 1858. Before that year and before the school law then adopted there was a tendency toward agreement in educational principles, a growing consensus of fundamental ideas; since 1858 the progress has been largely evolutionary, the flowering and the fruitage of the legislative germs of that and of previous years.

EDUCATION IN THE CONSTITUTION OF 1846.

Iowa assumed statehood under a constitution which indicated and demanded high educational rank. It required—

(1) The election of a superintendent of public instruction, as follows:

The general assembly shall provide for the election by the people of a superintendent of public instruction, who shall hold his office for three years.

(2) The creation of a school fund:

The general assembly shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement. The proceeds of all lands that have been or hereafter may be granted by the United States to this State for the support of schools, which shall hereafter be sold or disposed of, and the 500,000¹ acres of land granted to the new states * * * and all estates of deceased persons who may have died without leaving a will or heir, and also such per cent as may be granted by Congress on the sale of lands in this State, shall be and remain a perpetual fund, the interest of which, together with all the rents of the unsold lands, and such other means as the general assembly may provide, shall be inviolably appropriated to the support of common schools throughout the state."

(3) A system of common schools.

The general assembly shall provide for a system of common schools, by which a school shall be kept up and supported in each school district at least three months in every year.

THE FIRST GOVERNORS OF THE STATE.

The first two governors of the State were in office four years each, and the third three years, and not one of them was an educational

¹Mr. Justice Miller, of the United States Supreme Court, made a mistake in saying in his article in the July (1889) number of Harper's Monthly Magazine that this grant of 500,000 acres was for a university.

brakeman. The first, Hon. Ansel Briggs (December 3, 1846–December 4, 1850), in his message to the first general assembly said:

Our laws relative to common schools, in my judgment, call for your immediate and careful attention. The people of Iowa have ever manifested an earnest and commendable zeal in the spread of education, and especially in the establishment of an efficient and permanent system of common schools.¹

Again, in his last message in 1850, he said:

It is to be hoped that a very considerable portion of your time and attention will be expended in efforts to perfect our system of common-school education.

The first general assembly (November 30, 1846–February 25, 1847) was faithful to its constitutional duties—

And its first act was entitled "Chapter 1—School Fund," and approved December 14 of that year. Chapter 99 is entitled "Common Schools," and this act, which is declared in its title to be "Supplemental and amendatory to that of January 16, 1840, provides for the election (as provided for in the constitution) of a State superintendent of public instruction at the next township election [which occurred April 5, 1847]. In this law of nine pages provision is made for the erection and organization of school districts, election of directors and defining their duties, raising of moneys and building of schoolhouses, inspection of schools, receipt and disbursement of the school fund, examination (by the inspectors) of teachers, levying of taxes for the support of schools, defining the duties of State superintendent, whose office was established permanently at the seat of government, proper control of the school fund of the State, and to report annually to the general assembly, stating fully and minutely no less than seven important matters touching his office and the progress of the schools. The school fund commissioners of each county had the management of the county share of public moneys, and had to report to the superintendent in some nine particulars, carefully guarding the funds and providing for the best interests of the schools.

In this law the township was not then nor before nor since made the absolute basis of the system, as recommended by Governors Lucas, Grimes, and the superintendents. Nor was the system of county superintendency engrafted upon the system, nor yet that of graded schools and teachers institutes, the outgrowth of later laws and recommendations. These were wisely provided for and ably enforced by the Commissioners on Revision of the Laws, Mann and Dean, in 1857. A further act was passed the same session and approved February 25, 1847, providing more fully for the "management and distribution of the school fund."

At the next session, January 25, 1848, an act was passed to authorize a district school tax, "both for the support of schools and the building of schoolhouses."²

THE FIRST STATE SUPERINTENDENTS.

The first State superintendent of public instruction, James Harlan, was once an Indiana farmer boy, then a self-supporting student in Asbury University, and, in 1846, at the age of twenty-six, president of Iowa City College. In the flush of young manhood, and with a teacher's best ambition, he was located in the shadow of the statehouse and in daily contact with the members of the first general assembly. Deeply interested in its educational legislation, he could scarcely decline

¹ Iowa School Report, 1874-'75, p. 31.

² Iowa Normal Monthly, xii, p. 282.

to enter the canvass for the State superintendency. His competitor was the Hon. Charles Mason, of Burlington, and chief justice of the supreme court of the State, able, learned, popular, and a member of the majority party. Young Harlan was genial, an attractive speaker and an energetic canvasser, the only Whig candidate then elected to a State office. He gave himself with zealous devotion to his official duties. A school fund was the first and prime necessity. The munificent land grant by the National Government and later provisions by the State made the prospective fund immense; nevertheless its immediate income was practically nothing. It was absolutely nothing from the rent of lands, and almost nothing from criminal prosecutions while lawyers (who were not land agents) were starving. The legislature was forced to offer the school lands for sale, and devoted the interest of the proceeds to the support of schools. To this fund he gave his first attention. His lectures on popular education, his judicious counsel while organizing and visiting schools, and the contagion of his educational interest, were of permanent value.

He held the office about three months, when the election at which he was chosen was declared invalid. Of what distinguished ability the educational interests of the State were then deprived we may judge by recalling the fact that Mr. Harlan was an Iowa Senator in the United States Congress from 1855 to 1873, except during a single year, when he was President Lincoln's Secretary of the Interior. Since then he has held other important offices, among which is that of presiding judge in the court of commissioners of Alabama claims.

The second State superintendent was Thomas Hart Benton, jr., 1848-'54. The State superintendency has been illustrious for the strength and efficiency enlisted in its work. Col. Benton is eminent among superintendents also for the length of service in the office, for he bore the title of "superintendent" six years, and its equivalent, "secretary of the board of education," four years. He was a man of the people, a practical teacher, of refined tastes and rare common sense, diligent and aggressive, and has left a brilliant record in the educational foundations of Iowa, though somewhat shadowed by the name and the fame of his great uncle, the "Old Bullion" of American history.

Mr. Benton endeavored to complete all that was so well begun, and to complete it by reconstruction. His first report was comprehensive, persuasive, and advocated the passage of a new school law. The general assembly (December 4, 1848-January 15, 1849), largely through the personal influence of the superintendent, passed "an act to establish a system of common schools," which made important provisions for schools, for the school fund, and for school libraries. While it must be confessed that negroes were excluded from those schools, it should be remembered that their property was not taxed for school purposes.

THE TREND TOWARD FREE SCHOOLS.

Governor Stephen Hempstead said in his message of December, 1852:

The first great object of public schools should be to place within the reach of every child in the State the opportunity of acquiring those indispensable elements of education which shall fit him for the enlightened discharge of the civil and social duties to which he may be called.

Two years later he renewed the suggestion that "knowledge" should be "placed within the reach of all."

It was reserved, however, for the third governor, James W. Grimes, to be the Columbus of Iowa free schools, for he led the way. Of Scotch-Irish ancestry, he had learned to love education for himself and for others with Irish warmth and Scotch persistence. He had been in the common schools, in the academy, and in the college, and knew the value of each. He thought till he had convictions and then had the courage of his convictions. This was shown while governor by his bold advocacy of free schools, of prohibition, and of the nonextension of slavery, and in the United States Senate by his calm and daring, though now honored, defense of President Andrew Johnson on the impeachment trial.

In his inaugural message December 9, 1854, his first topic was presented thus:

Government is established for the protection of the governed. But that protection does not consist merely in the enforcement of laws against injury to the person and property. Men do not make a voluntary abnegation of their natural rights simply that those rights may be protected by the body politic. It reaches more vital interests than those of property. Its greatest object is to elevate and ennoble the citizen. It would fall far short of its design if it did not disseminate intelligence and build up the moral energies of the people. It is organized to establish justice, promote the public welfare, and secure the blessings of liberty. It is designed to foster the instincts of truth, justice, and philanthropy, that are implanted in our very natures, and from which all constitutions and all laws derive their validity and value. It should afford moral as well as physical protection by educating the rising generation, by encouraging industry and sobriety, by steadfastly adhering to the right, and by being ever true to the instincts of freedom and humanity.

To accomplish these high aims of government, the first requisite is ample provision for the education of the youth of the State. The common school fund of the State should be scrupulously preserved, and a more efficient system of common schools than we now have should be adopted. The State should see to it that the elements of education, like the elements of universal nature, are above, around, and beneath all.

It is agreed that the safety and perpetuity of our republican institutions depend upon the diffusion of intelligence among the masses of the people. The statistics of the penitentiaries and almshouses throughout the country abundantly show that education is the best preventive of pauperism and crime. They show also that the prevention of these evils is much less expensive than the punishment of the one and the relief of the other. Education, too, is the great equalizer of human conditions. It places the poor on an equality with the rich. It subjects the appetites and passions of the rich to the restraints of reason and conscience, and thus prepares each for a career of usefulness and honor. Every consideration, therefore, of duty and policy impels us to sustain the common schools of the State in the highest possible efficiency.

I am convinced that the public schools should be supported by taxation of property, and that the present rate system should be abolished. Under the present system of a per capita tax upon the scholars, children of the poor are in a measure excluded from the benefit of the schools, whilst the children of the opulent are withdrawn from them to be educated in private institutions. Property is the only legitimate subject of taxation. It has its duties as well as its rights. It needs the conservative influences of education, and should be made to pay for its own protection.¹

REVISION OF THE SCHOOL LAW IN PROSPECT.

A year and a half later, in July, 1856, Governor Grimes, at an extra session of the legislature, "recommended that three competent persons be selected to revise all the laws on the subject of schools and school lands." The assembly hastened to authorize the appointment of such commissioners, and Governor Grimes selected the well-known Horace Mann, then of Ohio; Amos Dean, of the Albany Law School, chancellor of Iowa State University, and an author of note, and F. E. Bissell, an attorney of Dubuque, to make the revision.

In January, 1857, and before the report of those commissioners was made, an important law was enacted "for the better regulation of public schools in cities, towns, and densely populated school districts." It provided that any city, town, or school district containing 200 or more inhabitants might be organized into a single school district, whose "board of education" should "establish an adequate number of primary schools" and "a suitable number of other schools of a higher grade or grades." Its board was empowered to "decide what branches shall be taught in each and all of said schools, provided that no other language than the English shall be taught therein, except with the concurrence of two-thirds of said board." Pupils of the district were to be admitted to those higher grades, and the board had power to admit "other pupils upon such terms or upon the payment of such tuition as they may prescribe." Such a graded school was to be kept "in operation not less than thirty nor more than forty-four weeks in each year," and to be supported by a tax not exceeding "5 mills on the dollar upon the taxable property of the district," supplemented by a rate bill if necessary.

Two things in this school law deserve special note—

(1) It made the highest of high schools possible. Two-thirds of the board could introduce any language whatever into the course of study, and a majority of them could authorize the introduction of any other study which they might please.

(2) It was possible that some of the schools would be supported by the tax then authorized—that they would be free to the pupils of the district. The law was a long stride in preparation for the coming revision.

The superintendents of public instruction were of essential service

¹ Dr. Salter's Life of James W. Grimes, pp. 56-57.

at this point. Although the third superintendent was so unfortunate as to be removed for loaning (and thus lessening) the school funds without due authority of law, that mismanagement led to the very wise measure of transferring those funds from the care of the educational to that of the financial officers of the counties and of the State. Superintendent Maturin L. Fisher, a cultured gentleman of the olden time, widely read and always thoughtful, so conservative as to object to co-education in college, yet so progressive as to yield gracefully to the inevitable, and to be aligned with the foremost public-school men, officially and zealously seconded the advance movements from June 9, 1857, until the superintendency was abolished in December, 1858. It was well for the schools that Governor Grimes and Governor Lowe belonged to one of the great political parties and Superintendent Fisher to the other, that the proposed legislation might not seem to be a partisan measure.

The report of the commissioners was presented to the general assembly in December, 1856. It was prepared without the coöperation of Mr. Bissell, who was unable to act on the committee. The other two commissioners aimed to make an elementary education possible and free for every child in the State, to provide for secondary schools, and to carry their work up to the State University. Popular prejudices compelled them to build on old foundations. They even proposed that further concessions should be made if they should seem necessary in the discussion of the bill which they had prepared. "This school law is for Iowa and not for Massachusetts, and Iowa needs must give it shape," said Mr. Mann to one¹ of the Iowa Senators, implying a general truth too easily forgotten.

Superintendent Fisher's report, in November, 1857, indicated the need of such a law, and an apparent readiness among the people to give it a cheerful welcome. He said:

In several counties there prevails a laudable zeal on the subject of education, which has put their schools in a high state of improvement. But in general, my inquiries lead me to believe that our common schools are in a very unsatisfactory state. There is usually no examination of teachers, and frequently most unsuitable persons are employed as instructors, and there is seldom any visitation of schools to insure fidelity on the part of the teachers and to inspire emulation on the part of the pupils. It is gratifying, however, to find so large a sum (\$71,784.58) raised in the school districts by voluntary subscription. It indicates on the part of the people a desire for better schools and a readiness to submit to the taxation requisite to accomplish that purpose.

Although the general assembly of 1856 took no conclusive action on the commissioners' report, there were indications that, in the main, it was approved by the friends of education in the State and by the legislature that received it.

¹ Hon. J. B. Grinnell.

THE FREE SCHOOL LAW ENACTED.

The historic honor of introducing this well-rounded school system belongs immediately to the general assembly and to the board of education of 1858, as also to Governor Ralph P. Lowe, though chiefly perhaps to Governor Grimes, and very largely to Thomas H. Benton and others, who had preceded and coöperated with them in fostering education and the educational system. It can be accorded to no one man and to no one hour. Horace Mann and Amos Dean deserve distinguished consideration, but they were appointed commissioners by Governor Grimes because of their well-known opinions as well as for their ability. He understood what kind of a law they would report, and appointed them for the sake of that report. Then, too, in his last message to the assembly, on January 12, 1858, two days before laying down his office, and as his last word on this topic, he said:

I can not forbear repeating the opinion expressed to the general assembly three years ago that "the public schools should be supported by taxation of property, and that the present rate system or per capita tax upon scholars should be abolished." I have seen no reason to change my opinion on this subject, but, on the contrary, I have been every day more strengthened in the conviction that it is the only wise and politic method of educating the people. The per capita system is based upon the idea that education is a personal benefit, for which those who receive it should pay, while the true theory of popular education is that it is a public benefit for which the public should pay.¹

A few days later, when Hon. Oran Faville became lieutenant-governor and asked ex-Governor Grimes whom he should make chairman of the senate committee on schools, Mr. Grimes replied:

Make the man chairman who was elected on the issue of free schools and who knows no such word as "fail"—J. B. Grinnell, of Poweshiek County.

Mr. Grinnell was made chairman and did not fail. He was a warm personal friend of Horace Mann, understood his views, and heartily sympathized with them. His interest, personal and local, was all in the direction of good schools. He used all his tact and talent, all his wit and wisdom in the advocacy of the bill. Such able coadjutors of his in the senate, also, as William G. Thompson, of Linn County; Alvin Saunders, of Henry County; Jonathan W. Cattell, of Cedar, and Charles Foster, of Washington, should not be overlooked.

The commissioners' report was in the form of a bill and an argument for it, and their bill in the main became a law, as it was believed, by the approval of Governor Ralph P. Lowe, March 12, 1858.

But now a new obstacle appears. The new constitution of 1857 had provided that "the educational interests of the State, including common schools and other educational institutions, shall be under the management of a board of education;" and further, that "the board of education shall have full power and authority to legislate and make all needful rules and regulations in relation to common schools and other edu-

¹ Dr. Salter's Life of James W. Grimes, p. 104.

cational institutions that are instituted to receive aid from the school or university fund of this State, but all acts, rules, and regulations of said board may be altered, amended, or repealed by the general assembly."

Obviously the general assembly had no power at that time to originate general school legislation, though it was fully authorized to modify or repeal all acts of the board of education, and even to abolish or reorganize the board itself at any time after 1863. For this reason the supreme court of the State declared some of the provisions of that law of the assembly unconstitutional, but the board of education,¹ at its first session in December, 1858, reenacted it substantially, and thus made it the foundation and framework of subsequent legislation.

¹The board of education was provided for by the constitutional convention, March 5, 1857. It was hoped that men would be chosen as members of it who had special fitness for school legislation, and that they would be able to mature a system more complete and satisfactory than the larger and more miscellaneous general assembly could agree upon. It was made impossible to change the board before 1864, that it might have ample opportunity to inaugurate and to improve the contemplated school system. We may be permitted to believe that its creation and abolition were both wise, that it developed a better system and made it more stable than would have been possible by other means.

It held three sessions, the first, December 6-25, 1858; the second, December 5-24, 1859; the third, December 2-20, 1861, and was abolished March 23, 1864.

Among its members were such men of note as Hon. Charles Mason, chief justice of the supreme court of Iowa Territory, a man of varied knowledge and judicial eminence, and Samuel F. Cooper, an ex-teacher of reputation, a lawyer, and a man of affairs, chairman of the most important committee of the board, and second in helpful influence to none. Such men as these, listening to such secretaries of their board as Maturin L. Fisher and Thomas H. Benton, jr., would adopt no rash measures and make no needless changes. To create a good system was perhaps not so difficult as to maintain it till the people became accustomed to it. Its creation required wisdom, however; its maintenance taxed judicious patience.

CHAPTER IV.

THE FREE-SCHOOL SYSTEM UNDER WAY.

THE NEW SCHOOL LAW.

The chief provisions of the new law were the following:

1. The creation of township districts,¹ each civil township being declared a school district, which might consist of several subdistricts.
2. The schools were opened to all residents of the district between the ages of 5 and 21. Colored children were then (and ever after) admitted to the public schools on the same conditions as the white.
3. Schools were to be supported by taxation. The rate bill was abandoned. "Property" must educate the children of "poverty."
4. The board of directors of each district could determine the branches to be taught.
5. Graded and union schools were continued.
6. The county superintendency was created for the examination of teachers and visitation of schools.
7. Aid was offered to teachers' institutes.
8. County high schools were authorized.
9. Districts could purchase Webster's Dictionary and libraries.
10. The secretary of the board of education took the place of the superintendent of public instruction. (In force from 1859-1864, when the latter title was restored.)

¹ The organization of cities and incorporated towns into independent districts was permitted in 1858. Since then this permission has been greatly extended. The anticipated evils of this large permission have been realized. School officers have explained and emphasized them. Superintendent Sabin agrees with his predecessors in protesting against the plan and the practice. He says in his biennial report in 1889:

"While the law, strictly speaking, provides for but two kinds of districts, it practically allows of four, viz, the district township, the independent township district, the city independent, and the rural independent. In addition, the district township may consist of one subdistrict, or in another form of two subdistricts, under separate provisions of the law; it may consist of one independent district alone, which may be divided into wards for school purposes.

"The only feasible remedy for this evil is to return, as soon as possible, to the provisions of the organic law of 1858, making each civil township a district for school purposes. This, including the city independent districts, would reduce the number of districts to a little over 1,600 in the State. Whether, under all the light shed upon this question by this and preceding reports, the change is desirable, is a plain business proposition, with which the legislature alone can deal."

One in quest of the greatest defect in the Iowa school system need not go beyond the provisions for independent districts.

The constitution of 1857 was adopted and the school law of 1858 was enacted in the midst of a financial stringency of extreme severity. Many men of considerable property, even, were scarcely able to pay their taxes, and nearly all in Iowa were forced to restrict their families sharply to necessities. The school law contemplated a large addition to taxation for schoolhouses, advanced studies, and more school officers. It was a severe test of popular interest in education. It required legislative courage to enact the school law; it showed high aspiration and resolute purpose to sustain it.

The law was largely a novel one; it seemed complex, and was being put in force by about 8,000 novices in such methods. They stumbled, of course, and not always toward the light.

Nevertheless the superintendent of public instruction, Hon. Maturin L. Fisher, was able to report in December, 1858:

Our experience of six months indicates the most auspicious results. There is abundant proof of the improvement the law has made in the schools of the State.

Eight months after the law came into full operation Governor Ralph P. Lowe said, in cautious phrase:

Our school system has operated as successfully as we could reasonably expect.

Some years later Supt. Abernethy said in warmer terms:

The law awakened enthusiasm among the people and gave a grand impetus to the cause of popular education.

It was so well received, indeed, that governors and superintendents were lavish in their praises of the popular zeal which enabled the public schools to "resist the shock [of the civil war] perhaps more successfully than any other interest."

The law needs no higher eulogy than the statement of the fact that it contained the distinct germs of all that is best in latest legislation.

We may now give less attention to successive modifications of the law and notice institutions and methods more especially.

THE STATE SUPERINTENDENCY OF PUBLIC INSTRUCTION.

Mere law never created schools; men have always been their builders. Those at the head of the Iowa school system have deserved most honorable mention, and of those since the creation of free schools the first two have been noticed.

Hon. Oran Faville was a worthy successor of Messrs. Fisher and Benton from 1863 to 1868, when Prof. D. Franklin Wells accepted the office. Mr. Wells's life in Iowa was wholly educational, having been spent in charge of a Muscatine school and at the head of the normal department of the State university before assuming the State superintendency in which he died. He accomplished much for the common schools, teachers' institutes, and normal instruction.

Supt. Abram S. Kissell passed from the superintendency of the schools in Davenport and in Scott County (after a brief interval) to

the State superintendency in 1869, and held the office until 1872. Noted for system, propulsive force, and inspiring power, he left his mark on all his work. The training school in Davenport was his creation. State Supt. Sabin has just said that "his report (as State superintendent) was very ably written, and, after the lapse of eighteen years, it possesses a value which attaches to few such documents." He adopted the Prussian maxim: "Whatever you would have appear in the life of a nation you must put into its schools." He accordingly advocated compulsory education, instruction in Christian morality, and the most liberal and advanced courses and methods in all schools.

Supt. Alonzo Abernethy (1872-'76) entered the office from the presidency of the Des Moines Baptist College and after four years of service in the civil war, where he became a colonel. He was successful in securing the enactment of the law of 1874 which provided for normal institutes, and also the legislation of 1876 which established the first permanent State Normal School at Cedar Falls.

Supt. C. W. Von Coelln, of German birth and educated at Bonn and Berlin, bore into his office the experience of a teacher in public schools, in institutes, and in Iowa College. His three terms (1876-'82) were specially useful in promoting better care of the school funds and wiser work for and in the country schools. County institutes also were materially improved by the introduction of the graded course of study.

Supt. John W. Akers, another soldier through the civil war, and a graduate of Cornell College, had acquired a thorough knowledge of schools and their needs during his superintendencies of several city schools.

The Iowa educational exhibit at the World's Fair at New Orleans was creditable alike to Supt. Akers and to Prof. T. H. McBride, of the State University, in whose immediate care it was placed.

The present incumbent, Supt. Henry Sabin, of New England birth, education, and experience as a teacher, was taken out of an eighteen years' superintendency of the city schools of Clinton to superintend the schools of Iowa. He stands high as a thinker, speaker, writer, and man. He is now in his second term of official life. His instructions to county superintendents, his popular addresses, and his judicial decisions are meeting the expectations of his friends.

The necessity and realized utility of the State superintendency are unquestioned. Although the dominant party has (with possibly a single exception) placed one of its own number in the office, the people have been sufficiently nonpartisan to insure a somewhat careful selection among men competent for the place.

THE COUNTY SUPERINTENDENCY.

There was an attempt to secure the examination of teachers as a test of their qualifications before the law of 1858, but it was practically only an attempt. Persons incompetent for anything else were too often

deemed competent to teach. As early as 1851 the superintendent of public instruction was given "a general supervision of all the district schools," but was not directed to visit them or to examine their teachers. That was left to the board of directors. Superintendent Eads recommended in 1856 that the county school fund commissioner should become a county superintendent to examine teachers and visit their schools. The legislature failed to take the desired action.

The county superintendency was created thirty-three years ago. Of the first superintendents in the State and of their first meeting, at Iowa City, September 22-23, 1858, State Supt. Fisher said:

The people have generally elected to the office of county superintendent in their respective counties men of great moral worth, superior talents, and high literary attainments, who have devoted much attention to the subject of education. They have come from different States of the Union, and have had an opportunity to become acquainted with the educational laws of different States, and they are able to compare their systems with ours. At the commencement of their official term they were obliged to assume the laborious work of putting in operation a system with which the people were not familiar and of which they had not themselves yet learned the details. They were perplexed by a multitude of questions, naturally arising under a new law; they were embarrassed by the omissions and ambiguities that were unavoidable in an act comprehending such a variety of provisions. Moreover, these difficulties have excited in many places an inconsiderate, often factious, opposition to the law, which they have been compelled to encounter.

By the fifty-fifth section of the school law, these county superintendents are required annually to assemble together in order "to accumulate valuable facts relative to common schools, to compare views, discuss principles, and, in general, to listen to all communications and suggestions, and enter into all discussions relative to compensation and qualification of teachers, branches taught, methods of instruction, text-books, district libraries, apparatus, and all other matters and things embraced in a common school system." In accordance with this provision a convention of county superintendents was held at Iowa City on the 22d and 23d of September last. The convention was well attended. Superintendents were there from the Missouri line and the confines of Minnesota, from the banks of the Mississippi and from those of the Missouri. The alacrity with which they left their homes at a busy season of the year and came a great distance at much expense manifests their zeal in the cause of education. There has probably never assembled in Iowa a body of men better educated, more intellectual, or more practical than this convention of county superintendents.

It is fortunate that the board of education can have the aid of the experience of such an assembly in perfecting the system of public instruction in the State.

Prof. T. S. Parvin has said of that assembly:

No convention since has had a greater number of efficient and able educators upon its roll of members. Superintendent Fisher presided, and among his associates we recognize Joseph Dysart, of Benton County, since lieutenant governor, and a citizen of large activity and usefulness; Dr. J. Maynard, of Cedar County, one of the foremost of our educators at that period, actively connected with our union schools, teachers' institutes and associations; William Y. Lovell, of Dubuque, an able man and useful at home and abroad; S. W. Cole, of Fayette, always an active worker in Sunday and week-day schools and later regent of the university; Jackson Orr, of Greene, late a prominent member of Congress, and now of Colorado; Samuel L. Howe, of Henry, the first among his equals as an educator in the common schools and in higher education. He it was who organized, way back in 1850, the first county teachers'

association. H. W. Lathrop, of Johnson, a teacher in early times of youth, in later years of men, in the culture of flowers and fruits, and those things which minister to our pleasure and comfort and the material wealth of the State. Barrett Whitmore, of Jones, the same who taught the second if not the first school in Dubuque in the early part of January, 1834, and whose interest in the work had known no abatement during these twenty-four years. J. M. Loughridge, of Maquoketa [Mahaska], later judge of the district court and member of Congress. W. F. Brannan, of Muscatine, judge of the district court years earlier and now, and regent of the university, where his voice was heard for good in behalf of higher education. Prof. L. F. Parker, of Poweshiek, one of the prominent educators of Iowa in all its history.

* * * A. S. Kissell, of Scott, who first introduced "training schools" into Iowa, superintendent of Davenport schools, which he lifted above all others of his day, president of the association and State superintendent. J. W. McDill, of Union, judge, member of Congress, United States Senator, etc., he was yet a teacher and educator of the first class. Dr. Henry C. Bulis, late lieutenant governor, and many years a most active and useful member of the board of regents, where his large experience has told for good. Of others, too, we might speak who labored diligently in their calling. That was a memorable body, and they labored not in vain.¹

Those superintendents in convention reported difficulties, canvassed methods, inquired what was possible, and were remarkably unanimous as to what was best to attempt. They returned to their counties to lessen misapprehension and misrepresentation of the law, and to increase enthusiasm for it. Six months later the attitude of a county towards that enactment was usually a very fair test of its superintendent's efficiency.

During the last thirty years objections have been made, here and there, to the system or to the officers as a body, several times in the legislature, sometimes in the State Teachers' Association, even, but altogether fruitlessly. The criticisms have generally sprung from some local or personal consideration rather than from a broad view of the duties or the work of the officers. Probably no school official is more thoroughly intrenched in popular esteem than the county superintendent. The opinion of Superintendent Sabin is the common opinion. He says:

I do not believe that the time will ever come in Iowa when we can afford to abolish the office of county superintendent.

THE DUTIES OF THE COUNTY SUPERINTENDENTS.

The county superintendents are elected by the people for a term of two years. They are to examine and license teachers for the schools of their counties, to visit the schools, to decide appeals from boards of directors, to hold normal institutes, and to make annual reports of the statistics and condition of the schools.

THEIR FIDELITY.

Superintendent Sabin says:

During the last two years I have been brought into close relations with most of them. I have met them in associations and in their county superintendents' meetings; I have seen them in their institutes, and have corresponded with them largely.

¹ Iowa Normal Monthly, XII, pp. 295, 296.

I believe that the large majority of them have devoted themselves to their work with untiring energy, and have displayed a rare fidelity to their trusts; an energy and a fidelity worthy the highest commendation.

Desiderata.—It is generally conceded that the time has fully come when we can and ought to increase his [the county superintendent's] remuneration, lengthen his term of office, and enlarge his powers, to the end that we may obtain the best possible results from his labors. An educational and moral qualification should be fixed upon, and no one should be eligible to the office who does not reach the required standard. The office ought to be strictly nonpartisan; no other office, in its administration, comes so near the most vital interests of the people. The county superintendent should be chosen upon his merits alone, regardless of party affiliations.¹

The desire that educational positions shall be unaffected by partisan considerations may seem like a wish for the "age of gold," nevertheless individuals and parties have risen to that height of excellence at times. It is very common for voters to do this; political county conventions, even, have not always been radically partisan.

WOMEN AS SUPERINTENDENTS.

In 1876 the general assembly enacted that "no person shall be deemed ineligible by reason of sex to any school office in the State." Since that time several women have been elected school directors and county superintendents. Opposition to this law, or to such a choice for school officers, if it exists, is unspoken.

TEACHERS' STATE CERTIFICATES—LIFE DIPLOMAS.

An annual examination of the best qualified teachers by a county superintendent was long an apparent impertinence, and their certificates were usually renewed without a question. To avert this evil, and as an incentive to attain higher scholarship and superior pedagogic skill, a law was enacted in 1882 creating a State board of examiners² and authorizing the issuance of State certificates valid for five years, and of State diplomas in force during the life of the holders. For a State certificate the teacher must have a good knowledge of the common branches, and of drawing, algebra, bookkeeping, physiology, botany, physics, civil government, and the school laws of Iowa, and have had at least three terms of successful experience in teaching in addition to instruction in pedagogics in some accredited institution. Two years of additional teaching may be a substitute for the study of pedagogics.

For a State diploma candidates are examined in all the branches just named, and also in geometry, trigonometry, chemistry, zoölogy, geology, astronomy, political economy, psychology, rhetoric, English literature, general history, and in the science and art of education.

¹ Superintendent Sabin's Iowa School Report for 1888-'89 p. 53.

² This board consists of the State superintendent, the president of the State University and of the State Normal School, and two persons appointed by the executive council, one of whom shall be a woman.

They must also furnish evidence of having taught ten years successfully (three of these in Iowa), and present original theses of from three to five thousand words.

Increasing numbers are availing themselves of these evidences of superior qualifications; school boards and the general public appreciate them highly.

HIGH SCHOOLS.

"Graded" or "union" schools were recommended by State Superintendent Benton in 1848; direct legal permission for higher grades in the public schools was obtained in 1849. The first graded school was organized under the superintendency of George B. Dennison, at Muscatine, in 1851. The number of graded schools before 1868 is unknown. The State superintendent said in 1854:

I have had the pleasure during the past season of visiting a large number of union or graded schools in the large towns of the State, and have been highly gratified in witnessing the many advantages they possess, when properly conducted, over those schools which maintain separate organizations.

Two years later the largest graded school in the State was said to be C. C. Nestlerode's, at Tipton. Several sprang up at that time and near it, and created a demand for the act of 1857. Messrs. Wright and Cattell, of Cedar County; Mr. J. B. Grinnell, of Poweshiek County, and others in the legislature favored the law, for they framed it for their immediate local wants.¹

The Grinnell school was substantially representative of several. A young colony was in its third year and was aiming to build "Grinnell University." A fund arising from the sale of town lots had been commenced, and land had been purchased by settlers near the village, under the contract to pay one dollar an acre toward the endowment of the contemplated university, provided its preparatory school should attain certain proportions in a specified time. It was thought that the public school could be utilized as that preparatory or preliminary department. The citizens desired that this should be done; the school was graded and ready to admit students from other towns, and the teachers were authorized to admit any studies that "university" interests might seem to require. The law of 1857 met the case. In form, that school was public; in fact, it was so completely preparatory for the "university" that the district court compelled a land-buyer to pay his subscription to the "university" (which was conditioned on "university" instruction in specified studies within a few years) on the ground that the public-school work met the conditions of his subscription.

¹ The form of the bill was prepared by Superintendent C. C. Nestlerode, of Tipton; it was presented by Messrs. Wright and Cattell, of Cedar County. * * * It was framed to strengthen the hands of the directors of the Tipton schools, who had just established a union graded school with a high school department. Dubuque had established a high school the same year.—Supt. W. F. Cramer, of Sioux City Schools, in *Iowa Normal Monthly*, XII, p. 433-434.

GRADED SCHOOLS MULTIPLY.

The law of 1868, requiring a better grade of teachers and encouraging teachers' institutes, aroused local and personal ambitions, which greatly improved both teachers and schools. Graded schools increased in number and enlarged their courses of study.

"HIGH SCHOOL," A VERY INDEFINITE TERM UNTIL AFTER 1870.

The highest department of union or graded schools was often called "the high school," although it was frequently no higher than the grammar school of to-day, and sometimes even below it. The term continued to be very indefinite until after 1870.

THE TERM "HIGH SCHOOL" BECOMES REASONABLY DEFINITE.

1. The teachers as represented in the State Teachers' Association agreed that—

(a) The work of an average class for one year shall be accounted a grade.

(b) The ninth grade shall be deemed the first year in the high school.

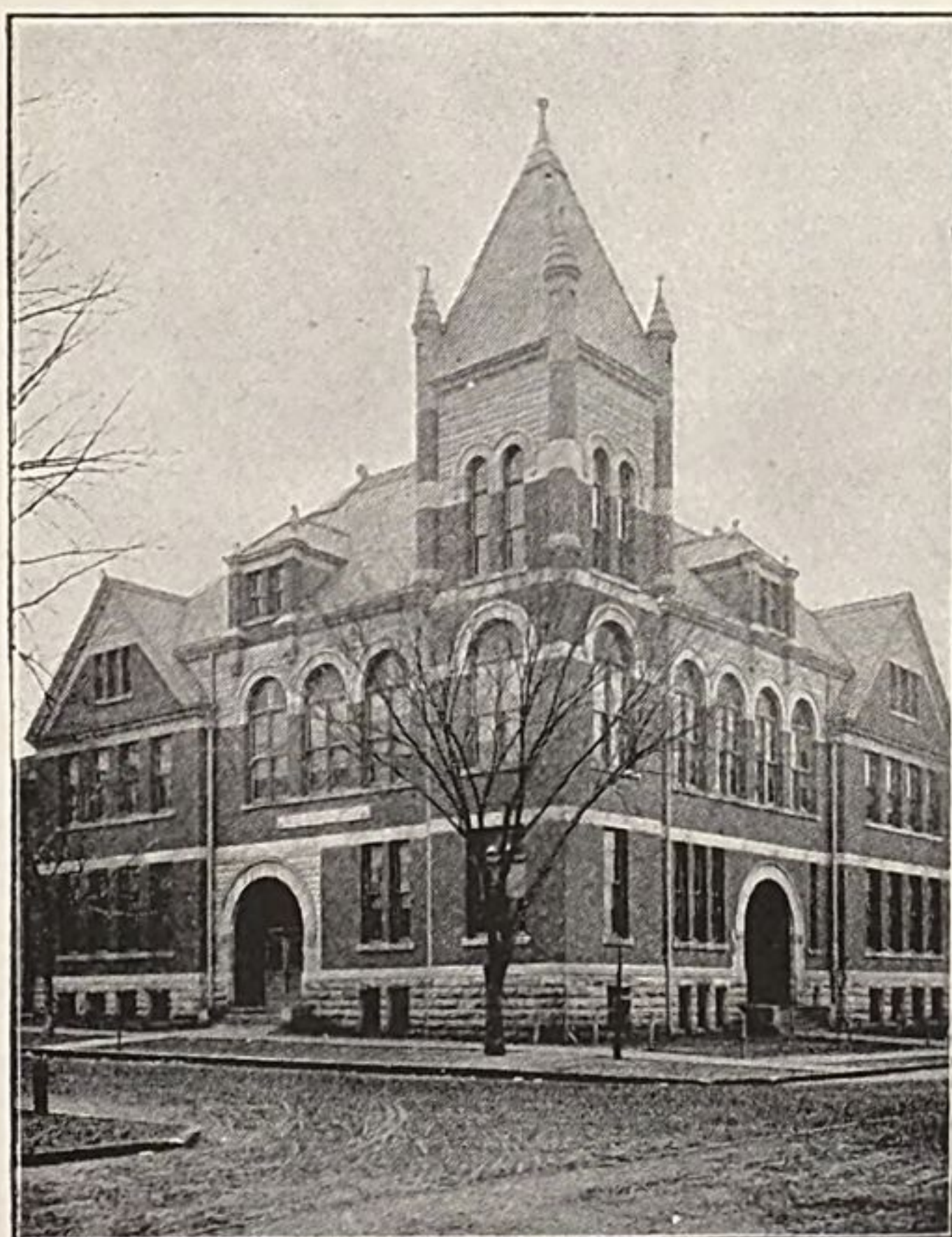
2. *Course of study.*—The teachers of the State have never sought to make high school courses absolutely uniform, or merely preparatory for colleges or for the university. The result of discussions during several years in the State Teachers' Association and in the Association of Principals and City Superintendents was the following outline of a course of study for high schools as prepared by a committee¹ of the latter body in 1877:

First year. {	Arithmetic, finished, $1\frac{1}{2}$ terms; elem. algebra, $1\frac{1}{2}$.	Physiology, $1\frac{1}{2}$; phys. geography, $1\frac{1}{2}$.	Eng. grammar, 3; analysis, 3.	Am. literature alternating with English composition, 3.
Second year. {	Arithmetic and book-keeping, 2; adv. algebra.	Nat. philosophy, 2; } or botany, 1.	Latin, 3.	Gen. history, 3; Authors, 3, alternating with rhetoric and composition, 3.
Third year. {	Adv. algebra, $1\frac{1}{2}$; plane geometry, $1\frac{1}{2}$.	Zoölogy, $1\frac{1}{2}$, } or Geology, $1\frac{1}{2}$.	Latin, 3.	Civil government, $1\frac{1}{2}$; English literature, $1\frac{1}{2}$.
Fourth year. {	Solid geometry, 1; trigonometry and surveying, 2.	Chemistry, 2, } or astronomy, 1.	Latin, 3; German, 3.	Mental Philosophy, 2; English authors, 3.

On this topic the latest word of marked importance from a group of teachers was uttered by the Educational Council,² and adopted by the State Teachers' Association in 1888, as follows:

¹The committee consisted of City Superintendent C. P. Rogers, of Marshalltown, State Superintendent C. W. Von Coelln, and City Superintendent J. H. Thompson, of Des Moines.

²A standing committee of the State Teachers' Association, representing the State University, the Normal School, the colleges, and city high schools.



HIGH SCHOOL, CLINTON.

CLASSIFICATION OF HIGH SCHOOLS.

1. High schools shall be classified as follows:
 - (a) First-class high schools, having a four years' course.
 - (b) Second-class high schools, having a three years' course.
 - (c) Third-class high schools, having a two years' course.
2. The details of minimum of work for high schools that are to be considered as worthy of classification as first class shall be as follows:
 - (a) Higher algebra through quadratics.
 - (b) Plane geometry.
 - (c) Latin: Cæsar (four books), Virgil (six books), Cicero (four orations); prose composition and reading of easy Latin at sight.
 - (d) One year's Greek for admission to classical course in colleges, or equivalents in German; or plane trigonometry, solid and spherical geometry, and structural botany.
 - (e) Physiology, physical geography, descriptive botany, elementary physics.
 - (f) Rhetoric and literature, equivalent to four terms' work.
 - (g) Civics; general history; drawing.
3. As equivalents for the Latin in an English course of four years the following studies may be substituted: Bookkeeping and commercial arithmetic, zoölogy, political economy, descriptive astronomy, elementary chemistry.
4. The rank of a high school shall be determined, on its application and presentation of course of study to the superintendent of public instruction, by a committee consisting of seven members, to be constituted as follows: The superintendent of public instruction to be chairman *ex officio*, three members to be appointed by the college and university department, and three by the department of secondary instruction.

RELATIONS OF HIGH SCHOOLS.

All students graduating from first-class high schools, being properly certificated by principals or superintendents, shall be admitted to the freshman class in college course on trial, or probation, without further evidence of preparation.¹

These and kindred suggestions have had great influence in determining local courses of study and in giving definite significance to the name "high school." As employed in Iowa it is a term of more exact description than either college or university.

These courses will continue to vary, school boards will give a changing emphasis to work preparatory to college or university, industrial elements may be introduced more or less extensively than heretofore. Nevertheless, all indications are that the present high standard of town and city schools will be fairly maintained, and that they will continue to serve local interests by reasonably close connection with the institutions above them.

The number of "high schools," properly so called, in 1871, as given by Supt. Kissell, was 40, yet only 23 of these had "well-defined courses of study." At that time there were 289 graded schools. There are in Iowa at the present time something over 120 high schools.²

¹ Supt. Sabin's Iowa School Report, November 1, 1888-'89, pp. 70-71.

² Supt. Sabin, in Iowa School Report, 1888-'89.

A later leaflet from Supt. Sabin's office includes the names of some 170 high schools, but even that list is incomplete. There are probably 200 high schools in the State which claim to have a course of two years or more. On the other hand it is also probable that no high-school course is reported as less than it is, and that some schools may be unable to maintain their reported standard year after year.

IOWA HIGH SCHOOLS AS THEY ARE AND AS THEY ARE NOT.

A somewhat recent article on "The State of Iowa," written by a distinguished gentleman and circulated widely in a popular magazine, must be noticed here to present its facts and correct its errors concerning high schools. On this topic the author says:

The purpose of this school system was primarily to educate the youth in the elements of an English education—reading, writing, arithmetic, orthography, geography, grammar, history. In some of the more ambitious towns and cities there has been engrafted upon this, and paid for from the same source, what is often called the high school or grammar school, in which are taught in addition to the subjects just mentioned the dead languages, often Latin, sometimes Greek and German and French. These high schools in the larger cities are to some extent the equivalents of lower grades of colleges, which, perhaps, should never have been started. It is, however, becoming a question, and a grave one, in the State, whether these high schools are not a violation of the spirit and purpose found in the statutes, which were intended to establish what we understand by the words—a common-school system.¹

SOME HIGH SCHOOLS EQUAL LOW GRADE COLLEGES.

Ex-Governor Boutwell, of Massachusetts, once said:

There are 75 high schools in Massachusetts to-day where a better education can be obtained than at Harvard forty years ago.

We may safely say that there are several high schools in Iowa where a broader and better education can be obtained than at some institutions bearing a college name. Boards of directors are selecting specialists for the high schools. It is not enough for them usually that one is a good general scholar. He must emphasize something; if he emphasizes it enough to make him lop-sided even, it will not be a fatal objection. Prof. Samuel Calvin, of the State University, was taken from the Dubuque city schools, and he entered them from Lenox College.

Prof. Bohumel Shimek went from the Iowa City high school to the University of Nebraska as a specialist.

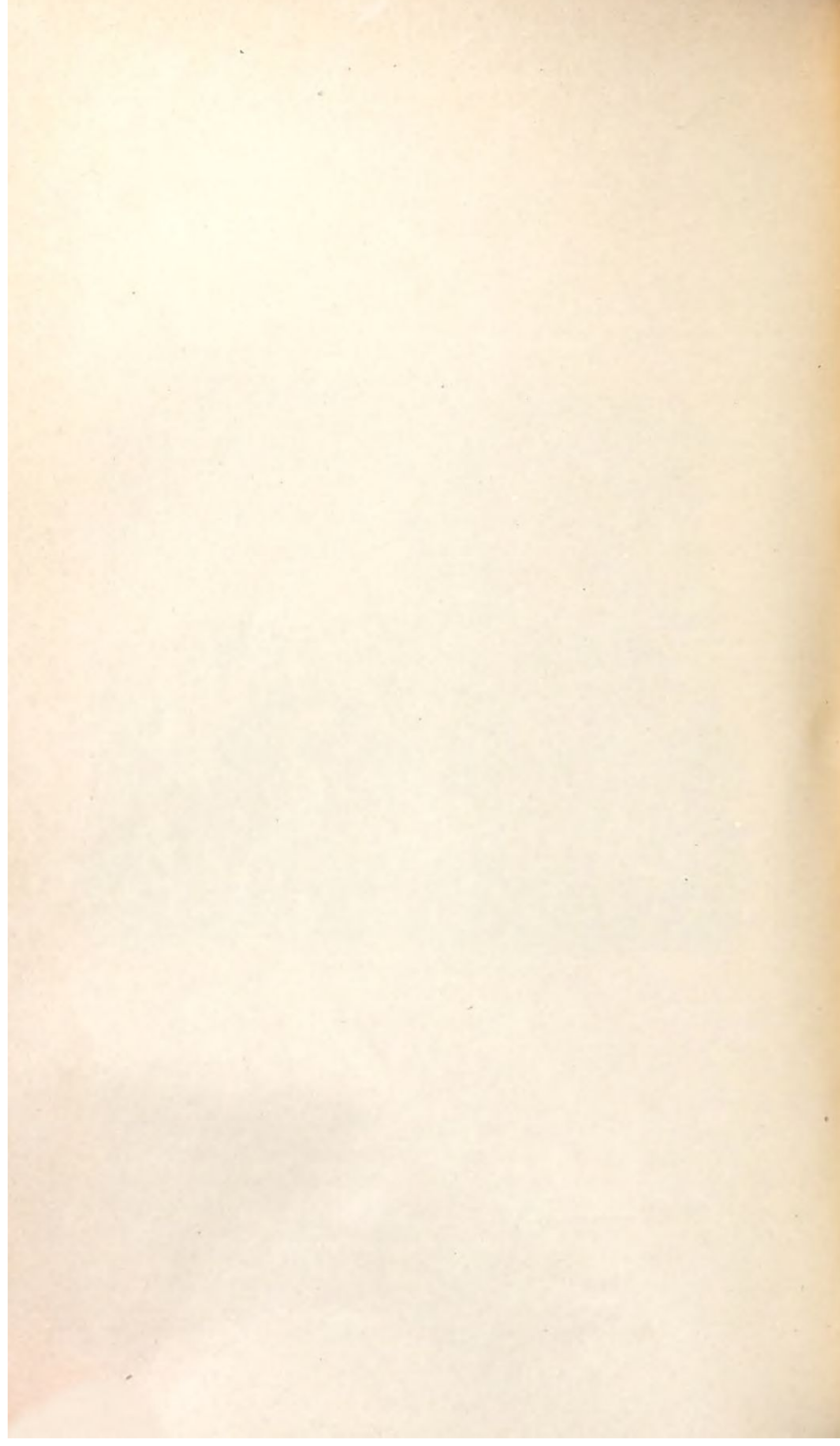
NONPARTISANSHIP IN HIGH SCHOOL MANAGEMENT.

School interests, and those alone, are more likely to be decisive at the election of directors in populous districts than in the smaller. City school boards have been very stable. In Dubuque, for instance, Thomas Hardie, esq., has served more than a quarter of a century as secretary of the school board. Partisan considerations have often been carefully ignored, and sometimes by formal agreement an equal number of directors have been chosen from each of the great political parties. Prof. T. S. Parvin has done yeoman service in this respect, while Hon. John P. Irish, formerly of Iowa City, and now of California, led his party to make the agreement of nonpartisanship at school elections, and then left his seat in the legislature of 1868 to hold his party friends to their promise and at the polls when they were clearly

¹Harper's New Monthly Magazine, July, 1889, p. 173.



DAVENPORT HIGH SCHOOL BUILDING.



in the majority. With such an environment it has been possible for worthy teachers to remain for many years in high schools. Burlington retained Supt. R. G. Saunderson eighteen years, and until his death, and Dr. Poppe has been in the high school still longer than that. In Davenport Supt. J. B. Young and Miss Jennie Cleaves have been employed twenty-three years; principal J. J. Nagel, twenty-two years, and principal H. T. Bushnell, eighteen. Supt. W. W. Jameson abandoned his Keokuk classical school in 1868 and took most of his pupils into the city high school where he has served ever since. Dubuque takes just pride in retaining T. M. Irish as principal during a score of years, while others have honored one position there longer than he. Supt. C. P. Rogers seems essential in Marshalltown schools.¹

SPECIAL AIDS.

High schools are adapting themselves to local needs and receiving aid from all local facilities. The Davenport schools, for example, are receiving inspiration from the Davenport Academy of Sciences, perhaps the best in the State. That Academy has led the way in Iowa (and probably in the nation) in opening its valuable collections to the older pupils in the public schools. Mr. W. H. Pratt, the curator of the academy, has given them courses of lectures on "Teeth," "Primitive Rocks," "The Story of a few Pebbles," "The Mound Builders and their Works," and other topics, illustrating them by the collections in the academy. During one year 600 pupils enjoyed the benefit of these lectures. The knowledge thus obtained by the students by personal observation and comparison under skillful guidance has been most gratifying and inspiring.

The less welcome portion of the paragraph quoted on page 40 is left for consideration, viz: its errors. They are so recent and from an author so eminent that they will seem to future readers as at least half truths, unless somewhat formal objection shall be made to them.

HIGH SCHOOLS WERE NOT ENGRAFTED ON THE SCHOOL SYSTEM.

Supt. Sabin says:

It has been lately said that the high school was engrafted upon the system at some time subsequent to its formation. This idea is entirely without foundation.²

The establishment of high schools is not in any sense a violation of the purpose and spirit found in the statutes, but on the contrary is in full harmony with the spirit of the organic law.³

The history of graded schools already given in these pages justifies a still stronger expression, viz: High schools were provided for in the

¹This paragraph was written in 1890 and now, in 1893, most of the teachers named in it still retain their places.

²Iowa School Report, 1888-'89, p. 69.

³Iowa School Report, 1888-'89, p. 70. Supt. Abernethy made a still stronger statement on this point in his report for 1874-'75, p. 38.

purpose of the legislators and in the words of the statute before the organic law of 1858. They have appeared, in fact, by no process of grafting or budding, but in accordance with the law of growth. Primary schools first arose, and, as they reached upward into the higher branches, Iowa lawmakers removed all doubt of their right thus to grow by distinctly and emphatically asserting it. This was stated unequivocally in the law of 1849, and repeated in detail in 1857 and in 1858. The legislation on this point is, indeed, quite remarkable. No backward step has ever been taken. The law has steadily recognized and authorized existing high schools, and the highest studies in them.

HIGH SCHOOLS DO NOT SEEM TO BE NOTICEABLY UNWELCOME.

Sometimes graded schools have been pushed upward too rapidly. Ambitious teachers and directors have introduced the higher branches into schools where there was little or no demand for them. Uninterested and slightly profited classes, consisting of one or two pupils, have been maintained at large expense. These have been unpopular and ought to be. This evil was so manifest thirteen years ago that State Supt. Von Coelln then said:

The general tendency to diffuse and to enlarge beyond the financial ability and the necessities of the case has provoked some antagonism to the high school system, which, we hope, will not destroy the schools, but lead them to their legitimate sphere. A town should not attempt to support a course which terminates with a single scholar or two, or three.¹

The present State superintendent in his report says:

I am convinced that there is a tendency in many of our smaller towns to introduce more of these higher studies than the size and conditions of the schools warrant.²

Thirteen years ago that costly ambition "provoked some antagonism to the high school system;" to-day no such effect is apparent to the State superintendent.

HIGH SCHOOLS UNOPPOSED BY THE FRIENDS OF ACADEMIES.

Opposition to high schools, if it existed, would appear most naturally in the tone of their most direct competitors, that is, in academy circles. The progress of graded schools during the decade before 1870, and the development of high schools made the death of unendowed academies seem quite probable. Public interest was drifting steadily from academies and select schools toward the expanding public schools. Some discussion arose then and spread over into the next decade, but with that impending death struggle there was scarcely a word of antagonism to high schools. The most intelligent friends of academies did not oppose them. It is a specimen fact that even under the felt pressure of the times and at the dedication of a new building for Denmark Academy in 1867, at the place and at the time when, if ever, we might expect

¹ Iowa School Report, 1878-'79, p. 39.

² Iowa School Report, 1888-'89, p. 71.

to find expression of such opposition, the representative of the occasion, Dr. George F. Magoun, president of Iowa College, said:

Our chief want in Iowa is academies. * * * Such a State as ours will need shortly in every county of the ninety-nine as good an academy as this, including under the name high schools, normal schools, preparatory departments for colleges and commercial schools, which are all of nearly the same grade. A high school in our State system, for example, is simply an academy under the public or governmental, instead of private, or associated control.

These were words, not of opposition, but of cordial recognition.

But the best proof as to grave questionings in Iowa minds is found in what Iowa men do. Here four facts deserve mention:

1. High schools were never more prosperous than now. Their classes were never more advanced, better taught, or more numerously attended.

2. High school buildings are increasingly elegant, commodious, and costly. The Des Moines high school building is one of the latest and the best in the State.

3. High school salaries are rising.

4. This increasing expenditure is voted directly by those who pay the money, and without any impulse, inducement, or reward from State law for sustaining such schools.

In all this there seems to be no question, but a profound popular conviction that high schools should be as good as brain and money can make them. No resident of Iowa can discover a question of any sort in the State as to the right of the high school to exist in the common-school system.

COUNTY HIGH SCHOOLS.

Such schools were first proposed, officially, by school commissioners Horace Mann and Amos Dean in their reports as follows:

Your commissioners can not regard any system of public instruction as complete without some liberal provision for institutions of learning higher than the primary school, where the simplest elements of knowledge are taught. They have therefore made provision for a high academic or polytechnic school as soon as the population of a county reaches the number of 20,000.

Supt. Fisher in his report of 1857 follows up the commissioners' recommendation with these words:

High schools for the education of teachers should be established in all the populous and wealthy counties. A county containing 20,000 inhabitants or more should be required to erect a suitable building for the accommodation of such a school, and to raise not less than \$1,000 annually for the support of it.

In March, 1858, the general assembly authorized, but did not "require," the county board of district presidents to establish such a school if they deemed it advisable.

When such a school should be established, the school officers of each district were required to select its best pupil "for the scholarship of said district." The holder of that scholarship was to be entitled to

free tuition in the county high school, and to be under obligation to engage in teaching after graduation. On this subject the State superintendent said to the board of education:

This system of high schools and scholarships is not a conception of the legislature, or of any member of it; neither is it a conception of this generation. It is the identical plan recommended by the immortal Jefferson to the legislature of Virginia the next year after he wrote the Declaration of Independence. Iowa, then the possession of a foreign prince, afterwards annexed to the United States by his far-seeing policy, has been the first to adopt his statesman-like system of public instruction.

In several counties efforts were promptly made to create such schools, and Marshall County provided for one before the failure of the law. A building was erected at Albion and a school organized. But few counties seemed able or ready to undertake this work. Even the convention of county superintendents in 1858 could not be induced by the known preference of its presiding officer, the State superintendent, by the hint from the legislature, or by the able arguments of Mr. A. S. Kissell, of Scott, and of Hon. W. Y. Lovell, of Dubuque, to give unqualified advice to counties to erect them. A resolution to that effect was offered in that body, but was so amended as to recommend only that every county should provide for the training of teachers either in a county high school, in some existing school in the county, or in a protracted teachers' institute. A few months later the board of education failed to reënact that provision of the general assembly, and it became a dead letter.

The present county high school law was enacted in 1870 and amended in 1873. A county with a population of 2,000 or more inhabitants may establish a high school for the benefit of more advanced pupils and for normal instruction. Colleges and city high schools, however, were then so numerous and were so successfully covering the ground contemplated by these county schools that only a single county has availed itself of this revived privilege.

The Guthrie County high school has done excellent work. Its good influence is felt in the schools of the county and elsewhere. It has sent a considerable number to college. Its teachers have ranked high. One of them, Prof. R. D. Jones, is a prominent member of the faculty of the Illinois Normal School at Normal, and six of his former pupils in Iowa have just graduated at one college in this State.

THE LOCATION OF HIGH SCHOOLS.

The accompanying maps of the State show the location of high schools in 1865 and in 1890. Into Map I the county high school at Albion is introduced, although it had been closed before 1865. The Guthrie County high school at Panora is given a place somewhat prematurely. The figures indicate the date of the origin of the high school named near them; *pub.* shows those which are strictly public schools, and *pr.* those sustained by private means.

In Map II the figures denote the number of years in the course of the high school to whose name they are attached.



HIGH SCHOOL, CEDAR RAPIDS.

MAP OF

IOWA

SHOWING

HIGH SCHOOLS

IN

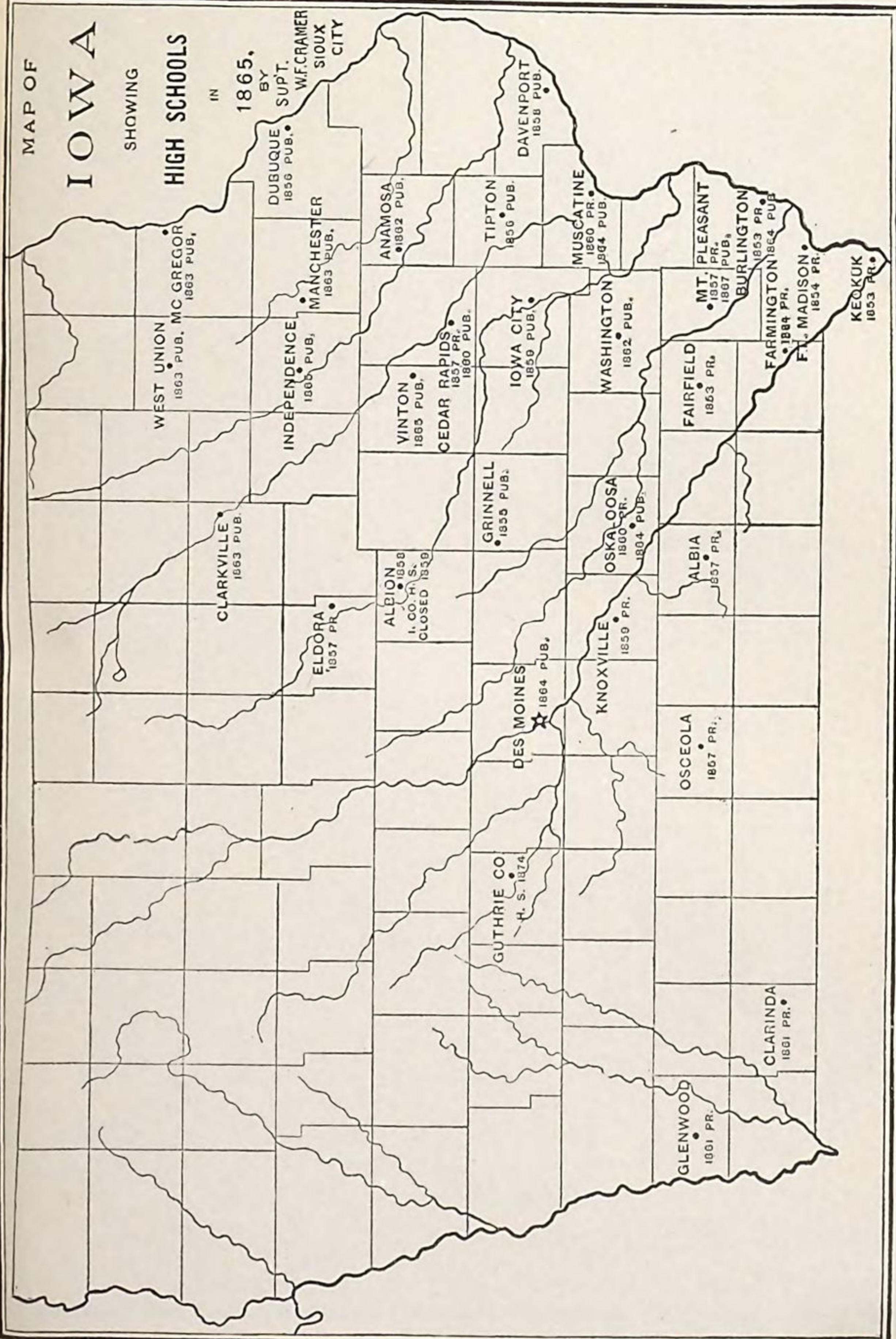
1865,

BY

SUP'T.

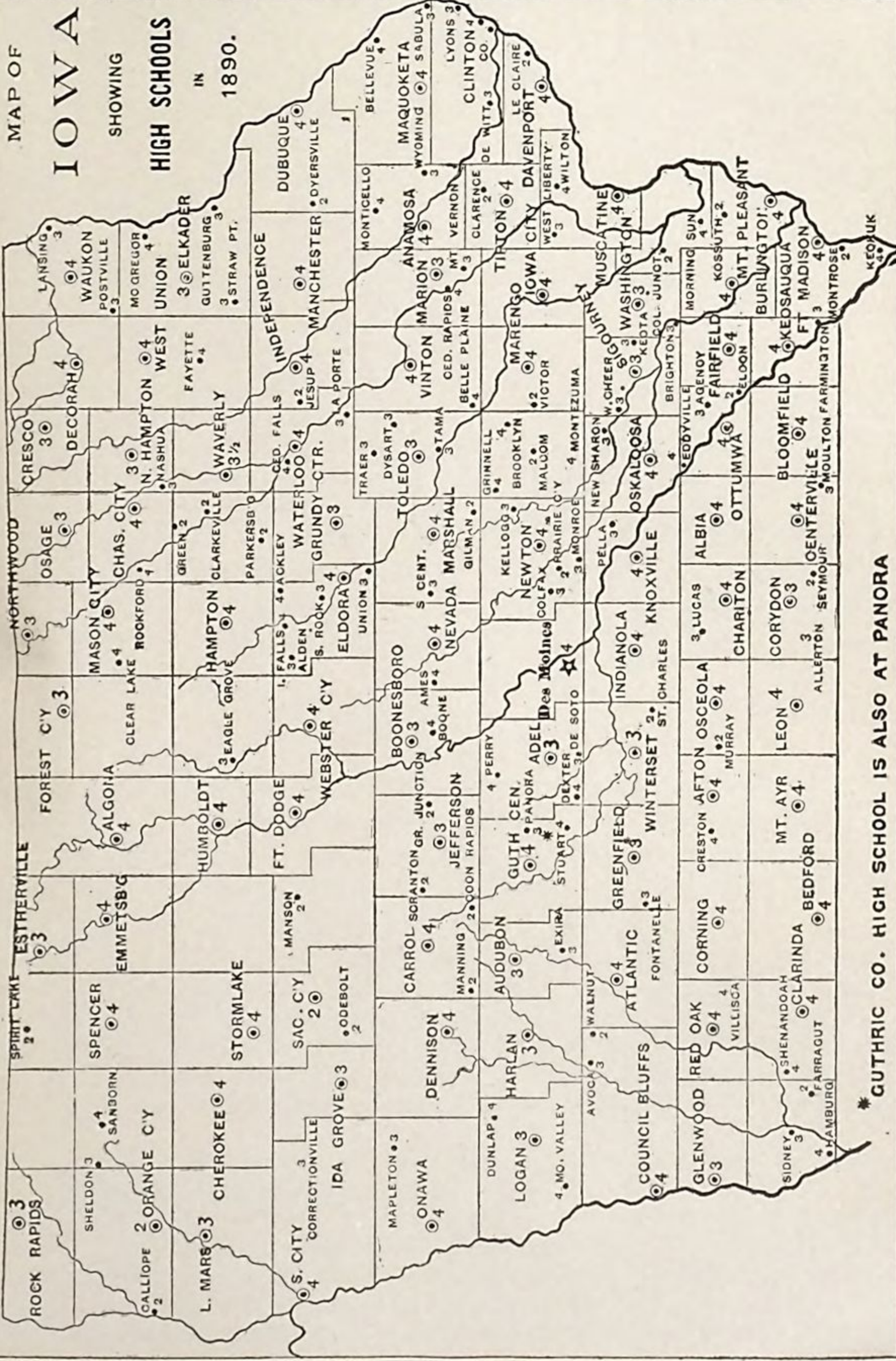
W.F. CRAMER

SIOUX CITY



MAP OF IOWA

SHOWING HIGH SCHOOLS IN 1890.



* GUTHRIC CO. HIGH SCHOOL IS ALSO AT PANORA

SCIENTIFIC TEMPERANCE INSTRUCTION.

The law (enacted in 1886) requires that physiology and hygiene, including "special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system," shall be "regularly taught to and studied by all pupils in common schools, and in all normal institutes and normal and industrial schools and the schools at the soldiers' orphans' home and home for indigent children." It also makes it the duty of county superintendents to revoke the certificate of every teacher who fails or neglects to comply with these provisions for temperance instruction.

Since the enactment of this law the State superintendents have given repeated and explicit injunctions that its requirements must be obeyed. Superintendent Sabin says to teachers:

It is of especial importance * * * that you give, if possible, a strong bent to the child's mind against the use of liquor and tobacco. * * * In all your work care should be taken to give instruction in accordance with the spirit of the law. Total abstinence should be taught as the only sure way to escape the evils arising from the use of alcoholic drinks and tobacco.¹

Superintendent Sabin's opinion that this "law has been steadily growing in favor, and that its provisions have been generally complied with by our teachers,"² is doubtless correct, although a teacher now and then, while professedly obeying it, has recommended moderate use of beer as a daily beverage.

ARBOR DAY.

In this prairie State Arbor Day has been and is of great interest. No law in favor of planting trees about schoolhouses was enacted before 1882, but public attention had often been called to its importance. The earliest official appeal in this behalf, so far as yet noticed, is found in the report of a county superintendent, as follows:

"Trees for the prairies," shout the nurserymen. "Trees for the schoolhouse" should be the rallying shout in early spring time of every man and boy in a sub-district whose schoolhouse is perched in the very eye of the sun, and is without shade in summer or shelter in winter. Let the children learn, as they may, to love the schoolhouse tree as tenderly as Morris loved the monarch of his early home. Trees would be promotive of comfort, and a valuable adjunct in a humanizing education.

"But trees will need protection!" None the worse for that. Fence them then, and train the children to keep their hands and knives off from them. This discipline in a love for nature and in a vigorous self-control, is possible, and should be ennobling. Let trees grow about the schoolhouse; let birds build nests in their branches and sing solos to the children while at study or play, and join in their choral songs morning and evening. Is this a fancy picture? Not at all. It has been done, and can be repeated, and where it is done the school will be no nursery of Catilines or of ruffians.³

¹ Iowa School Report, 1888-'89, p. 24.

² Iowa School Report, 1888-'89, p. 23.

³ Report of County Superintendent of Poweshiek County, 1869, p. 6.

The law now requires that twelve or more trees shall be planted on each schoolhouse site. The State superintendents have designated a day in spring for tree-planting, and have named it Arbor Day. They have also issued leaflets annually, full of choicest quotations concerning trees. These have stimulated literary exercises on that occasion, and have given direction to them. The result has been most happy in surrounding schoolhouses with groves, and in familiarizing the children with the names and the thoughts of some of our best writers. The trees set out have sometimes been designated by the names of literary men, and have thus become their living mnemonic symbols.

Tabular exhibit showing the growth of the public school system of Iowa from 1847 to 1889 inclusive.

Year.	Districts.			Schools.			Teachers.			
	District townships.	Independent districts.	Subdistricts.	Ungraded.	Graded.	Average annual session.	Number employed.		Average compensation per month.	
							Males.	Females.	Males.	Females.
						<i>m. d.</i>				
1847.....		416								
1848.....		693		105			101	23	\$15.43	\$8.20
1849.....		1,005		554		4 4	336	245	14.53	7.64
1850.....		1,262		914		3 10	549	250	14.76	8.78
1851.....		1,358		1,181			706	432		
1852.....		1,560		1,266			806	525		
1853.....		1,761		1,379		3 12	740	599		
1854.....		2,353		1,520		3 9	961	772	19.61	9.39
1855.....	(a)									
1856.....		2,850		2,153			1,279	1,243	14.47	8.23
1857.....		3,265		2,708			1,572	1,424	24.38	12.95
1858.....	b932		4,109	2,200			1,118	1,682	25.33	9.42
1859.....	b993		4,574	4,243			2,901	2,364	27.68	17.16
1860.....	b1,013		4,655	4,927			3,219	3,155	23.76	15.28
1861.....	b1,073		4,803	5,502			3,763	3,562	24.24	16.20
1862.....	b1,105		5,057	5,895			3,618	4,187	21.76	14.24
1863.....	b1,129		5,172	6,237		4 2	2,937	5,563	22.00	15.68
1864.....	b1,141		5,340	6,623		5 5	2,815	6,140	25.12	17.60
1865.....	b1,171		5,572	5,732		5 5	2,353	6,467	31.64	22.80
1866.....	b1,195		5,926	5,900		5 4	2,673	6,670	33.60	23.76
1867.....	b1,321		6,168	6,229		5 6	3,676	6,667	35.88	24.64
1868.....	b1,412		6,410	6,439	212	6 8	4,123	6,846	35.42	25.72
1869.....	b1,462		6,773	6,788	221	6 12	4,479	7,515	36.96	27.16
1870.....	1,176	334	6,986	6,919	213	6 4	4,909	7,806	35.60	26.80
1871.....	1,260	344	7,716	7,823	289	6 10	5,483	8,587	36.00	27.80
1872.....	1,317	400	8,438	8,156	403	6 10	5,901	9,320	36.00	28.66
1873.....	1,266	1,270	7,814	8,397	419	6 10	6,091	10,193	36.28	27.68
1874.....	1,195	2,026	7,316	8,797	375	6 14	6,273	10,729	35.95	27.67
1875.....	1,134	2,536	7,062	9,203	407	6 16	6,500	11,645	36.68	28.34
1876.....	1,099	2,933	7,017	9,454	405	6 16	6,830	12,222	37.27	28.09
1877.....	1,086	3,138	7,015	9,948	476	7 5	7,348	12,518	34.88	28.69
1878.....	1,119	3,117	7,266	10,218	c2,008	7 6	7,561	13,023	33.98	27.84
1879.....	1,140	3,139	7,543	10,457	2,083	7 7	7,573	13,579	31.71	26.40
1880.....	1,162	3,192	7,668	10,590	2,209	7 8	7,254	14,344	31.16	26.28
1881.....	1,161	3,178	7,808	10,741	2,311	7 8	6,546	15,230	32.50	27.25
1882.....	1,170	3,205	8,134	10,751	2,359	7 2	6,044	16,037	35.20	27.46
1883.....	1,171	3,189	7,956	10,874	2,720	7 2	5,695	16,521	33.21	27.80
1884.....	1,183	3,281	8,395	10,436	2,957	7 4	5,760	17,359	37.40	30.42
1885.....	1,202	3,401	8,546	10,949	3,060	7 4	5,809	17,906	37.95	29.45
1886.....	1,195	3,340	8,654	11,628	3,201	7 6	5,927	18,748	38.42	29.10
1887.....	1,199	3,409	8,661	11,782	3,194	7 8	6,007	18,205	38.00	29.50
1888.....	1,193	3,426	8,634	12,065	3,400	7 14	5,595	19,518	36.44	30.05
1889.....	1,188	3,451	8,768	12,088	3,523	7 14	5,432	20,361	37.52	30.37

a No report in 1855.

b Including independent districts.

c Rooms in graded schools.

Tabular exhibit showing the growth of the public school system of Iowa from 1847 to 1889, inclusive—Continued.

Year.	Pupils.				Schoolhouses.						Vol- umes in libra- ries.	Teach- ers' in- stitutes held.
	Between the ages of 5 and 21 years.	Enrolled in public schools.	Total average attend- ance.	Aver- age cost of tuition per month.	Frame.	Brick.	Stone.	Log.	Total.	Value.		
1847..	20,922	2,439										
1848..	49,646	7,077										
1849..	50,082	17,350			a349	35	3		387	\$38,506	180	
1850..	64,336	24,804			a470	48	4		522	68,762	287	
1851..	77,154	33,040			a504	49	4		557	63,412	476	
1852..	85,060	33,033			245	74	14	471	804	99,708	703	
1853..	100,083	42,442	24,559		297	91	12	459	859	144,979	943	
1854..	111,093	44,115			a897	98	9		1,005	170,564	576	
1855..												
1856..	173,868	59,014			a1,139	156	38		1,333	265,799	875	
1857..	195,285	79,670			936	168	47	535	1,686	571,064	623	
1858..	233,927	36,574			1,330	175	48	629	2,182	971,004	249	20
1859..	240,531	142,849	79,411	\$1.10	1,481	230	65	844	2,620	1,049,747	627	14
1860..	244,938	167,869	77,113	1.06	1,982	274	76	876	3,208	1,206,840	2,325	32
1861..	262,570	183,318	101,893	1.10	2,199	301	86	893	3,479	1,288,837	2,995	33
1862..	269,522	201,805	100,041	1.02	2,415	315	99	847	3,676	1,290,288	3,888	56
1863..	281,733	199,750	111,185	1.10	2,830	332	111	837	4,110	1,394,788	3,857	60
1864..	294,912	210,569	117,378	1.12	2,965	345	198	766	4,274	1,739,131	4,840	63
1865..	324,338	217,593	119,593	1.36	3,271	370	198	796	4,635	2,183,738	6,389	59
1866..	348,498	241,827	136,174	1.52	3,766	382	163	698	5,009	2,836,757	10,334	69
1867..	372,969	257,281	148,620	1.37	4,200	436	106	612	5,454	3,450,978	9,303	67
1868..	393,630	279,097	160,773	1.32	4,708	464	223	605	6,000	4,397,944	8,776	65
1869..	418,168	296,138	178,329	1.34	5,192	527	229	459	6,407	5,374,542	8,932	74
1870..	431,134	320,803	202,246	1.32	5,748	550	234	356	6,888	6,191,633	11,399	78
1871..	460,629	341,938	211,562	1.52	6,469	600	247	282	7,598	6,868,910	11,482	78
1872..	475,499	340,789	214,905	1.48	7,122	626	257	248	8,253	7,495,926	11,633	85
1873..	491,344	347,572	204,204	1.35	7,782	635	259	180	8,856	8,164,325	12,944	84
1874..	506,385	367,095	215,656	2.31	8,158	649	268	153	9,228	8,232,935	10,719	92
1875..	533,571	384,012	225,415	2.32	8,490	650	259	121	9,528	8,617,956	13,120	97
1876..	553,920	398,825	229,315	2.29	8,885	651	264	108	9,908	9,375,833	17,122	98
1877..	567,859	421,163	251,372	1.62	9,279	671	257	89	10,296	9,044,973	17,329	99
1878..	575,474	428,362	256,913	1.60	9,596	650	244	76	10,566	9,161,701	20,587	99
1879..	577,353	431,317	264,702	1.49	9,783	686	250	72	10,791	9,066,145	22,581	99
1880..	586,556	426,057	259,836	1.56	10,043	678	249	67	11,037	9,243,243	22,609	99
1881..	594,730	431,513	254,088	1.62	10,210	701	237	73	11,221	9,533,493	26,751	98
1882..	604,739	406,947	253,688	2.10	10,306	684	247	48	11,285	9,949,243	27,899	99
1883..	621,042	477,222	276,901	2.15	10,772	714	245	58	11,789	10,473,147	34,749	99
1884..	623,151	472,966	284,498	2.08	10,962	739	227	47	11,975	10,808,093	33,922	99
1885..	634,407	477,663	281,794	2.14	11,266	760	243	40	12,309	12,690,326	57,095	99
1886..	638,156	480,788	284,567	2.18	11,387	787	227	43	12,444	11,560,326	46,527	99
1887..	638,448	487,169	294,937	2.04	11,595	770	226	40	12,631	11,706,439	55,203	99
1888..	639,248	477,184	291,070	1.83	11,712	771	239	30	12,752	12,007,340	63,169	99
1889..	649,606	489,229	304,856	1.79	11,847	777	225	30	12,879	12,580,345	74,891	99

a Including log schoolhouses.

Tabular exhibit showing the growth of the public school system of Iowa from 1847 to 1889, inclusive—Concluded.

Year.	Expenditures.				Annual interest of permanent fund.	Total equalized assessment of State.
	Teachers' salaries.	School-houses, grounds, libraries, and apparatus.	Fuel and other contingencies.	Total.		
1847.....						\$12,271,000
1848.....					\$2,185	14,450,000
1849.....	\$24,648	\$18,278	\$1,812	\$44,738	6,138	18,509,000
1850.....	36,814	30,955	3,450	71,219	17,028	22,623,000
1851.....	47,502	25,779	3,475	76,756	23,546	28,465,000
1852.....	54,643	18,822	4,425	77,890	20,600	38,427,000
1853.....	72,095	31,800	3,730	107,625	36,186	49,540,000
1854.....	87,817	30,224	3,924	121,965	50,155	72,327,000
1855.....					68,796	106,895,000
1856.....	147,862	128,437	15,442	291,741	102,718	164,395,000
1857.....	198,142	147,167	19,206	364,515	111,839	210,045,000
1858.....	148,574	98,719	51,181	298,474	103,966	179,828,000
1859.....	383,589	166,802	67,241	617,632	145,035	197,823,000
1860.....	445,468	158,291	52,179	655,938	142,151	193,385,000
1861.....	518,591	134,903	40,953	694,447	140,427	177,451,000
1862.....	515,939	130,805	49,027	704,771	155,217	175,000,000
1863.....	570,115	160,253	58,289	788,657	123,766	167,109,000
1864.....	686,672	199,590	78,029	964,291	135,329	165,000,000
1865.....	856,725	297,453	111,489	1,265,667	138,840	215,063,000
1866.....	1,006,623	572,593	158,739	1,737,955	165,344	220,000,000
1867.....	1,161,653	692,034	185,910	2,039,597	177,791	256,517,000
1868.....	1,330,823	917,604	415,484	2,663,911	201,403	260,000,000
1869.....	1,438,964	941,884	466,186	3,146,034	204,604	295,000,000
1870.....	1,636,951	1,038,404	378,065	3,043,420	238,356	300,000,000
1871.....	1,900,893	935,617	432,680	3,269,190	226,111	349,038,000
1872.....	2,130,047	1,212,722	722,897	4,065,666	249,077	366,076,000
1873.....	2,248,676	1,184,083	796,695	4,229,454	275,789	369,124,000
1874.....	2,447,430	1,154,745	832,646	4,443,482	304,836	374,340,000
1875.....	2,598,440	1,114,684	892,626	4,605,749	318,997	395,423,000
1876.....	2,784,099	1,168,057	1,205,618	4,957,774	283,021	401,264,000
1877.....	2,953,645	1,106,788	1,136,995	5,197,428	276,960	404,670,000
1878.....	3,011,230	1,101,956	990,213	5,103,399	284,013	401,488,000
1879.....	2,927,308	1,149,718	979,452	5,051,478	276,218	405,654,000
1880.....	2,901,948	1,231,598	787,703	4,921,249	282,903	409,819,000
1881.....	3,040,716	1,263,663	825,441	5,129,820	234,622	419,316,000
1882.....	3,218,320	1,404,727	935,212	5,558,259	225,997	426,281,000
1883.....	3,630,516	1,426,260	1,041,666	6,098,442	229,748	464,105,000
1884.....	3,696,453	1,487,395	1,053,123	6,236,971	242,710	464,508,000
1885.....	3,777,092	1,227,815	1,049,406	6,054,313	248,260	488,953,000
1886.....	3,981,033	1,280,135	1,071,005	6,332,173	250,393	489,540,000
1887.....	4,026,919	1,262,794	1,086,756	6,376,469	255,207	500,950,000
1888.....	4,107,102	1,251,198	1,048,269	6,406,569	261,763	504,901,000
1889.....	4,197,165	1,582,777	1,068,186	6,848,128	263,690	522,567,000

CHAPTER V.

THE TRAINING OF TEACHERS.

The State of Iowa has fostered the training of teachers for the public schools from the first and continuously. It has done this through teachers' institutes, normal schools, and normal instruction in the State university.

The State was not two months old when (February 25, 1847) its legislature authorized the creation of "a professorship for the education of teachers of common schools," as the first chair in the then contemplated State university. The establishment of this chair was left to the discretion of the superintendent of public instruction; but, whenever that should be done, fifty students were to be taught annually, free of charge, in the theory and practice of teaching. The opening of the university was delayed by the lack of funds, but the instruction of teachers could not be delayed.

TEACHERS' INSTITUTES.

The teachers themselves anticipated the action of the State in providing for the instruction of teachers by holding an institute at Dubuque in 1849, which was conducted by Prof. (now ex-President) J. L. Pickard. The teachers of Henry County had a similar meeting in 1850 and those in Jones County attempted to hold one the same year. The superintendent of public instruction, Hon. Thomas H. Benton, jr., in his report dated December 2 of that year, urged the legislature to appropriate \$150 for teachers' institutes, "to be drawn in installments of \$50 each" for the benefit of three such teachers' meetings. He pronounced them "the most effectual means that we can at present adopt to advance the prosperity of our schools."

At that time there were less than 600 teachers in the State and male teachers were receiving the beggarly pittance of \$14.76 a month and females were paid about three-fifths as much. The legislature did not seem to think that teachers would be in haste to expend a large part of their annual surplus (if, indeed, any surplus were possible) for any better preparation for such nonpaying service. That body left the superintendent's recommendations unheeded until 1858, when there were about 5,000 teachers in the State and their average salaries had nearly doubled. The general assembly then appropriated \$1,000 annually to county institutes, intending to give \$50 to each, which has been the amount received to the present time.

President H. H. Seerley, of the State Normal School at Cedar Falls, has written as follows:

The pioneer conductor and instructor.—The birth and the development of the Iowa institute can not be truly considered apart from the grand services of the pioneers in education. The early fathers opened up the way, began the battle against ignorance, and laid the foundations of our school system broad and deep. The names most prominent in these early days of Iowa's educational history are Jonathan Piper, J. L. Enos, C. C. Nestlerode, Moses Ingalls, Sibbell Maynard, H. K. Edson, D. Franklin Wells, Daniel Lane, T. S. Parvin, S. N. Fellows, L. F. Parker, S. J. Buck, T. W. Mulhern, Wm. McClain, R. M. Haines, A. J. Kane, Jerry F. Everett, and A. S. Kissell, who as conductors, instructors, and lecturers did grand work in favor of a perfected school system and better teachers for the youthful Commonwealth. These set forth the doctrines of methods of instruction with the voice of an evangel, and did a work at a time and under circumstances that pay a tribute to their memory. There was a unity of soul in a mighty purpose as they went about the land preaching the gospel of enlightenment that rendered subsequent progress an absolute necessity.

A typical institute.—An institute was held at Tipton, Cedar County, beginning Monday, December 29, 1856, remaining in session for one week. There were three daily sessions, beginning respectively at 9 a. m., 1:15 p. m., and 6 p. m. C. C. Nestlerode, the conductor, was assisted by B. Le Boynton, Wm. McClain, and Sibbell Maynard as instructors. The branches taught were orthography, reading, mental and written arithmetic, geography, English grammar, and physiology. The programme granted one-half hour to each recitation. Each day the conductor delivered a lecture on the "theory and practice of teaching" and the evening sessions were devoted to lectures by the most prominent men.¹

THE NORMAL INSTITUTE.

The germs of the normal institute were doubtless discoverable in most of the earliest teachers' institutes, yet these institutes were necessarily very brief and devoted largely to a review of elementary branches. The need of longer sessions was obvious, if any considerable normal work should be done; nevertheless some was done. Such institute teachers as James L. Enos, a graduate in the first class of the State Normal School of New York, and such as Nestlerode, Wells, Kissell, and Piper could not teach classes of teachers without emphasizing *how* to teach. An effort memorable both as to time and methods was made at Oskaloosa in 1857 and another still more noteworthy in 1867, the latter under the care of Jerry F. Everett and Jonathan Piper, who were aided in the teaching by Abijah Hull. Mr. Everett was then superintendent of Mahaska County and Mr. Piper was giving most of his time to institute teaching. They advertised an institute of four weeks in length for the benefit of those Mahaska County teachers who could afford to pay two dollars for their tuition. Fifty teachers responded; Mahaska schools became better, but the pockets of Messrs. Everett and Piper were more nearly empty.

In 1867 and 1868 similar institutes were held at Fort Dodge by Jonathan Piper and R. M. Haines.

¹ Iowa Normal Monthly, XII, pp. 305-306.

Methods of teaching received special and increasing attention elsewhere also and from others, but remained the minor element in institutes until 1870, when the superintendent of Washington County, Mr. E. R. Eldridge, made them the leading feature at Washington.

That first distinctively normal institute originated in a plan of Supt. Eldridge for a county institute, one which broadened into a call to a training school for teachers in that part of the State. The invitation was attractive. Two hundred and six came in from sixteen counties. A model school was maintained as a part of the institute. Prof. Jerome Allen was the conductor and was assisted by Supt. D. W. Lewis, of Washington, and by Supt. F. M. Witter, of Muscatine. His lectures and training in methodology wrought a revolution in county institutes.¹

That normal and training school of two weeks was extensively imitated in various parts of the State and often in longer terms. State Supt. Abernethy was impressed by its central idea, and the institute law of 1874 was the direct outgrowth of that Washington experiment. The most conspicuous advocate of that law in the legislature was Senator E. B. Kephart, then president of Western College.

During the next nineteen years, besides superintending a private normal school most of the time, Mr. Eldridge conducted the first State normal institute at Des Moines and seventy-four county normal institutes spending in them the equivalent of about four entire years. He was employed in some counties for the eighth time. Since 1888 he has been in charge of the Alabama State Normal School and of the Peabody State Normal Institute in Alabama.

Prof. Allen (now Ph. D.) introduced into the Washington Institute those normal methods which have aided in giving him a national reputation as the author of several books, as the editor of Barnes' Educational Monthly and of the New York School Journal, as conductor of institutes in Iowa and in New York, and as the president or a professor in the New York State Normal School at Geneseo, the Minnesota State Normal School at St. Cloud, and in the post-graduate department of the University of the City of New York.

Normal institutes were more useful than their predecessors, but it soon became irksome to experienced teachers to listen to the annually repeated exposition of methods of elementary teaching. In 1875 the State Teachers' Association requested that a State institute should be called "for teachers in the higher grades of schools," and selected State Superintendent Von Coelln, Superintendent E. R. Eldridge of Grand View, and Superintendent J. W. Akers of Cedar Rapids to take charge of it. Superintendent Eldridge was its conductor. Other State institutes followed, but a modification of county institutes was also de-

¹ Supt. Eldridge and Prof. Allen seem to have been predestined to be normalists and to achieve eminent success in more than one State. They had both tact and talent for normal training. The former (now an LL. D.) was 27 years old in 1870.

manded. Several conductors of these training schools attempted some system of gradation or classification;¹ nevertheless, County Superintendent N. W. Boyes, of Dubuque county, may be accorded the honor of originating the

GRADED COUNTY NORMAL INSTITUTE.

The Dubuque plan was practically indorsed by the next State Teachers' Association and a committee was chosen to prepare a four year's course of study for graded institutes. The methods recommended by that committee in its report have been very generally accepted since that time, though with such reasonable changes as experience and circumstances have suggested.

The course of study as recommended by Superintendent Sabin in 1889 is as follows:

Graded course of study for normal institutes.

	First year.	Second year.	Third year.	Fourth year.
Mathematics. {	Primary methods. A review of essential principles, to percentage.	Percentage. Applications of percentage. Oral test reviews. Business forms.	Ratio and proportion. Involution and evolution. General review.	Elements of algebra.
Language.... {	Methods in language lessons. Orthography.	Elements of composition. Methods of teaching reading and orthography, with dictionary work.	Grammar (analysis). Reading and orthography, with use of books of reference.	Elements of rhetoric.
Science {	Geography.	Physiology and hygiene, including stimulants and narcotics.	Physiology and hygiene, with reference to laws of sanitation.	Elements of science. Physical geography.
Didactics {	Organization and study. Recitation and government. School law affecting teachers.	Principles and methods of teaching, with reference to special duties.	Principles and Methods of teaching.	History of education.
General..... {	Penmanship. Drawing.	United States history. Map drawing.	Civil government.	United States history, as taught by biography and in literature.

INSTITUTE SUCCESS.

A clue to the success of these institutes may be found in the fact that, during the last decade, while the number of public-school teachers has increased about 25 per cent, the number of teachers in attendance at institutes has risen to over 18,000, an advance of 50 per cent, and the proportion of those best qualified has been still greater.

¹ County Superintendent E. H. Ely was one of these leaders, and he tells us that he received the first hint of the plan from Dr. George Thacher just before he became president of the State University.

County institutes are under the care of county superintendents who employ conductors under some degree of supervision by the State superintendent. An improvement is proposed by the exercise of a closer supervision, and by a more searching inquiry as to the character and qualifications of the instructors.

The funds for institute support are derived almost entirely from the teachers who pay \$1 for that object when enrolled in an institute, and a dollar also when they apply for an examination for a certificate. The State appropriates the pittance of \$50 annually to each county institute, the exact sum which it allotted thirty years ago. Superintendent Sabin asks that this appropriation shall be increased to \$200, and that resident teachers shall not be required to pay for institute instruction.

No money expended by the State has ever been so productive of direct and highest good to the public schools as have the appropriations for these training schools. They have always created pedagogical ambition and enthusiasm, and (in their earlier history especially) their lecturers and instructors have been the most influential guides of local educational interest.

Every instructor has been in the presence of sharp critics pecuniarily and professionally interested in making the sharpest criticisms. Such an ordeal has been death to many an undesirable hobby, a multiplied life to many an improvement in teaching.

THE STATE NORMAL SCHOOL.

It was thirty years before there was a State normal school in Iowa. The normal instruction furnished in the State University and in early colleges and academies long delayed the necessity for such a school; but it was not long before the higher objects of the university compelled it to drop its model school and its elementary normal instruction. Prof. S. N. Fellows took charge of the normal department in 1867, and soon afterwards reached the conclusion that an independent normal school was needed for primary teachers, at least, and that a chair of didactics for advanced students in the university would be most seemly. State Superintendent Wells, the former professor of the normal department, was then recommending the creation of such a school, and many were demanding it. The general assembly entertained the proposition again and again, but without favorable action until 1876. At that time the long felt need was at its maximum; the Soldiers' Orphans' Home, at Cedar Falls, was available for the school; a bill creating it was carried two to one in the senate and by a bare constitutional majority in the house, where Hon. H. C. Hemenway, of Black Hawk county, earned the sobriquet of "The Father of the Normal School."

PROFESSOR GILCHRIST'S ADMINISTRATION, 1876-'86.

The school was opened September 14, 1876. Its first faculty consisted of J. C. Gilchrist, A. M., principal and professor of metaphysics and

didactics; M. W. Bartlett, A. M., professor of ancient languages, and natural science; D. S. Wright, A. M., mathematics and English literature; Miss Frances L. Webster, teacher of geography and history; and E. W. Burnham, professor of vocal and instrumental music. Principal Gilchrist had been at the head of city schools and of normal schools in Pennsylvania and in West Virginia; Prof. Bartlett was a graduate of Dartmouth and had been a professor in Western College and in Denmark Academy; Prof. Wright went to Cedar Falls from the presidency of Whittier College, and Miss Webster brought honor from her student life at Postdam (N. Y.) Normal School and from teaching in the Nebraska State Normal School.

The objects aimed at were,

- (1) Scholarship.
- (2) Professional culture.

A fair common school education was prerequisite for admission to the elementary course of two years, but this course was dropped a few years later. The curriculum embraced a didactic course of three years also, and a scientific course of four years.

The faculty met 27 students on the first day of the first term, 88 before the term closed, and 155 before the end of the year. The following statistics of the ten years of Principal Gilchrist's administration are of interest:

Year.	Enroll- ment.	Counties in Iowa repre- sented.	Gradu- ates.
First year, 1876-'77	155	31	0
Second year, 1877-'78	237	53	1
Third year, 1878-'79	252	57	2
Fourth year, 1879-'80	339	58	3
Fifth year, 1880-'81	334	63	7
Sixth year, 1881-'82	352	66	5
Seventh year, 1882-'83	301	67	16
Eighth year, 1883-'84	293	64	13
Ninth year, 1884-'85	408	67	30
Tenth year, 1885-'86	432	76	19

This marked progress was due to the students as well as to the faculty and was made by their combined efforts and merits. Popular favor was given because it was won and the school has always been fortunate in having an unusually large proportion of diligent and self-dependent students. The industrial classes have supplied about four-fifths of these, and those from professional circles have also been industrious.

No other State normal school in Iowa has tempted students from this one; nevertheless it has always had a spirited competition. Principal Gilchrist enumerated his competitors in 1885 as follows:

1. There are several prominent normal schools in Iowa managed by private associations and seeking patronage.
2. The normal schools of adjacent and remote States receive considerable patronage from Iowa.
3. Nearly every college in our State has a normal department, and under that guise attracts students.

4. The State University of Iowa has a chair of didactics.

5. Some high schools have set up a normal department.

6. The normal institutes give diplomas at the completion of a course of study which requires only eight or ten weeks' attendance in four short, yearly sessions. These diplomas in many counties become permanent licenses to the holders to teach.¹

The accommodations for increasing numbers were usually straitened, and were exhausted in 1882; the State then appropriated \$30,000 for the South Hall and the people of Cedar Falls added \$10,000 to that sum. The chapel in that hall will seat 700 persons.

Principal Gilchrist retired in 1886 and gave four years' service to the local normal school at Algona. At the same time his daughter withdrew from the faculty to accept a professorship in Wellesley College.

PRESIDENT HOMER H. SEERLEY'S ADMINISTRATION, 1886-'93.

President Seerley, as his board now designate him, has had a remarkable career as a man and a teacher. As a farmer boy in Indiana he learned the hard lessons of industry and economy, acquired the habit of persistence in what he undertook, and, without a particle of dash, laid the foundations of a sturdy manhood. His first school did not impress his county superintendent very favorably, for he published the following report of it:

Union district No. 3, Liberty Township, Homer H. Seerley, teacher; salary, \$30 a month. Order, poor; method of instruction, middling; general condition of school, bad.

In that young, timid teacher that county superintendent could not see the educational leader of to-day. Mr. Seerley graduated from the Iowa State University in 1873, at the age of 25, and carried into his subsequent schools a special inspiration and education derived from Jonathan Piper, the institute conductor and a man of ideas, and from his university instructors in didactics, Miss Sarah F. Loughridge and Prof. S. N. Fellows. He became assistant principal of Oskaloosa High School in 1873, the principal in 1874, and the superintendent of the city schools in 1875.

His radical characteristics are manly thoroughness and thorough manliness. He quietly and profoundly impresses and inspires pupils and teachers in the school room and in the normal institute. He has risen to the front rank in the State Teachers' Association. His address as its president in 1884 was of marked ability and his paper before that body in 1885 on the "Tobacco habit and its effect on school work" showed that he was quite as anxious to mold the moral as the intellectual character of the young.

The invitation to become Principal Gilchrist's successor at Cedar Falls was entirely unsought and unexpected.

Prof. Wright, a member of the faculty from the first, says of Mr. Seerley's accession to the presidency:

Important changes in the institution followed. The school was placed in sympathy with the other educational agencies of the State. The per cents of county

¹ Report of the State Normal School for 1884-'85, p. 18.

superintendents were received as evidence of fitness for admission to the school. A special course of study was created for the accommodation of graduates of approved high schools, in which grades from such schools were duly received and credited. This has proved a popular feature and has invited a superior class of students to the institution. Another special course was marked out for the benefit of teachers of experience and ability who could spend but a single term in a school of methods. The entire curriculum was revised to adapt it to the requirements of the law upon candidates for State diplomas and State certificates. The old system of visitation by the State examining board was discarded, and in its place an arrangement was effected by which candidates for graduation might enter a special examination, held in the normal buildings, by the State examining board, for a State certificate or diploma.

By act of the twenty-first general assembly, the superintendent of public instruction was made a member and *ex officio* president of the board of directors of the State Normal School. The manifest wisdom of this action is already realized by the school and the future must add incalculably to its power for good.

During the first year of the two regular courses English grammar, arithmetic, physiology, United States history, primary methods, etc., are completed, and after that the student in either general course may take an English or a Latin subcourse. Latin may be studied three years in this school; history, five terms; geometry and literature, four; and botany, geology, zoölogy, chemistry, astronomy, logic, psychology, etc., a shorter time.

Didactics (including pedagogical methods and principles, school legislation, and educational history) runs through all courses. Students from accepted high schools are admitted to appropriate classes and graduates from reputable colleges may pursue the professional studies and receive the appropriate degree.

The completion of the didactic course entitles the student to a State certificate and the degree of bachelor of didactics; a graduate from the four years' course will receive also the degree of master of didactics, and, after five years of successful experience in teaching, a State diploma from the State board of examiners.

The total annual enrollment and graduations since 1886 have been as follows:

	Enrolled.	Graduated.
1886-87.....	435	23
1887-88.....	432	31
1888-89.....	542	53
1889-90.....	656	69

The senior class now numbers 85. The names of the members of the present faculty, with their years of service in the school, are as follows:

	Years.
Homer H. Seerley, A. M., president, professor of psychology and didactics.....	4
Moses Willard Bartlett, A. M., professor of English language and literature.....	14
D. Sands Wright, A. M., professor of mathematics.....	14
S. Laura Ensign, A. M., professor of history and civics	12
Anna E. McGovern, B. S., professor of methods.....	10
Albert Loughridge, A. M., professor of Latin language.....	3

Abbott C. Page, PH. B., professor of physical science	1
Melvin F. Arey, A. M., professor of natural science	0
Leonard Woods Parish, B. A., professor of didactics and methods	0
Sara M. Riggs, B. D., instructor in English language	4
Lura E. Chase, B. D., instructor in mathematics	3
F. Ella Buckingham, B. S., instructor in penmanship and drawing	2
Lulia E. Curtiss, instructor in vocal and instrumental music	2
Margaret Baker, B. S., instructor in elocution and physical culture	0
Marian McFarland, B. L., instructor in applied English	0

As long as President Seerley is able to retain such coadjutors as Messrs. Bartlett and Wright and Miss Ensign, and to add to their number men so favorably and so widely known as Profs. Loughridge, Arey, and Parrish, there will not be a faculty in the State which has a higher moral purpose or a more inspiring influence than his.¹

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PRIVATE NORMAL SCHOOLS.

These have been so numerous, especially since the enactment of the free school law in 1858, and often so ephemeral that their names even need not be recorded. The character of some existing schools is so complex and so changing that it is difficult to classify them either as normal schools, business colleges, academies, or inchoate colleges. Of those called normal a few should be noticed.

NORTHERN IOWA NORMAL SCHOOL.

Algona is one of those happy Iowa towns where education and character have always been popular. The first county superintendent of Kossuth County (now affectionately remembered as "Father Taylor") was a citizen of Algona, and walked a large part of 200 miles to attend the first meeting of county superintendents in 1858, and, in that convention, was warmly cheered for his educational spirit.

Through his influence Miss Lucy Leonard, a cultured woman from Potsdam, N. Y., rendered memorable service in the public schools of Algona during 1866-68, and was followed by Miss M. Helen Wooster, who was soon chosen county superintendent. Miss Wooster erected a school building and boarding house and maintained a private school two years, but was then induced to become a teacher in Algona College, which had been incorporated in 1870. A few years later she took charge

¹There is a total attendance of 811 in 1893, 713 of whom are strictly normals, 49 are in the preparatory department and 49 in the training school. The faculty now numbers 17; 115 seniors have just graduated. Graduates receive what is equivalent to junior classification in such institutions as Michigan University, Iowa State University and Iowa College. A large and increasing number of undergraduates are preparing to enter them.

of Adams Collegiate Institute, N. Y., and is now teaching in Los Angeles, Cal.

For a time Algona College was under the direction of Prof. O. H. Baker, and through his efforts and those of others it became "the pride and hope of Algona citizens and also of northwestern Iowa." But continued college life demanded something more tangible and perhaps more sordid than pride and hope, and that something was not then very abundant on the plains of the Northwest. Although the college was closed¹ educational aspirations did not cease. They assumed a new direction.

Algona desired to have a normal school in 1886. Principal Gilchrist had acquired high honor by his work at Cedar Falls as a teacher, a superintendent, a solicitor of funds from the legislature and from citizens, and even as an architect, qualities of the highest importance in laying foundations. He was seen to be available; was invited to Algona, and opened the Northern Iowa Normal School at that place, September 14, 1886. In 1887 the school district erected a building for the normal school on the 10-acre tract donated by Hon. A. C. Call.

The courses of study were named didactic, scientific, and didactic Latin, extending through four years. Three years of Latin were provided for in the didactic Latin course, but made elective with German. The public schools of Algona were opened to the normal students for observation, and furnished them with classes for personal instruction.

Two students graduated in 1887, eight in 1888, and seven in 1889.

The legislature seemed almost, but not altogether, ready in 1890 to grant Algona the State Normal School it had so long sought. Prof. Gilchrist was lured away to the new Methodist University at Sioux City, and Prof. P. D. Dodge, of Berea, Ky., accepted the chair which was thus vacated. Ill health renewed the vacancy, and Prof. McCullom became principal of the school in 1891.

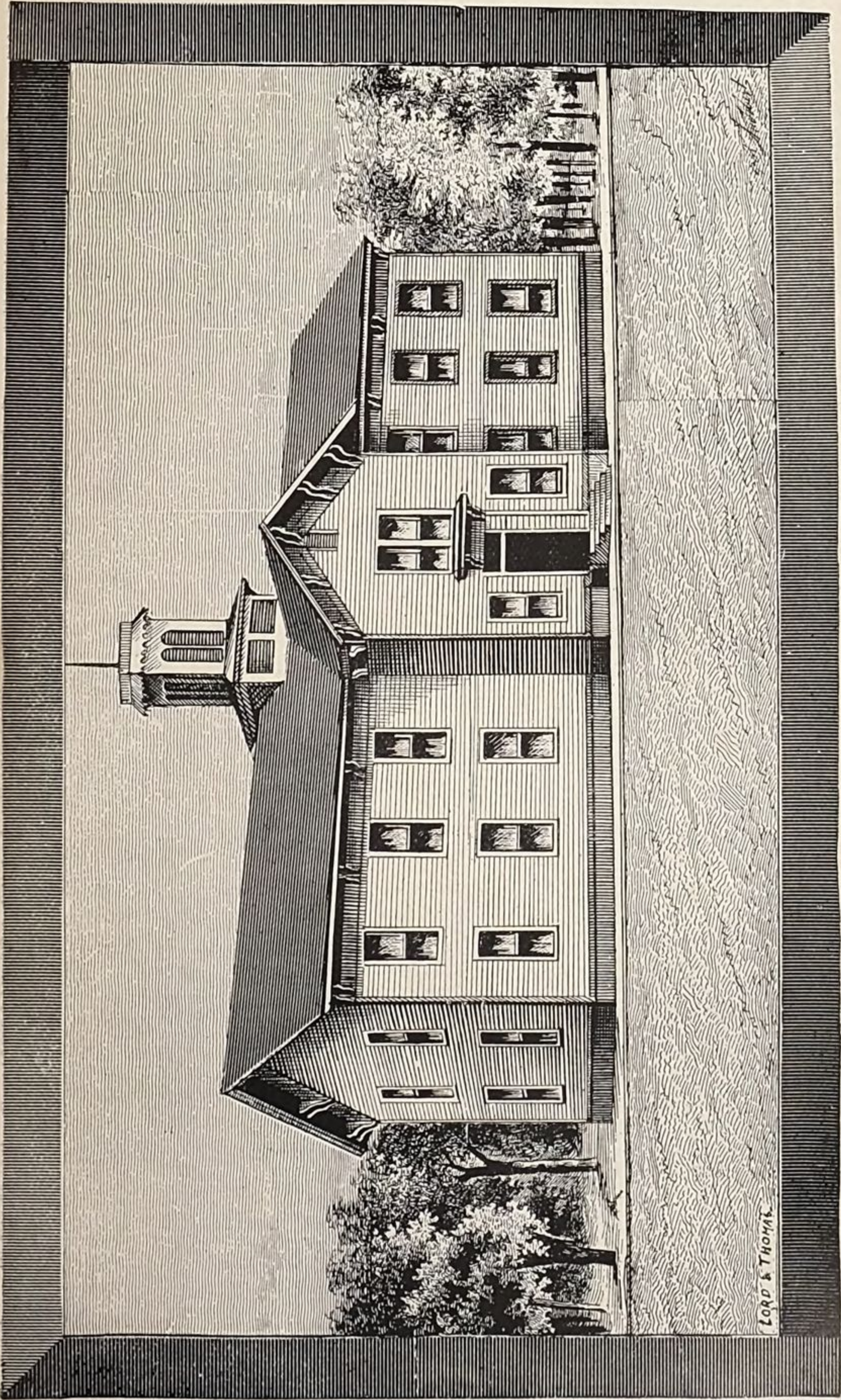
Little effort is now made to enlarge the institution. It is maintained as a magnet and as a nucleus for the normal school which it is still hoped that the State will soon locate there.

THE NORTHWESTERN NORMAL SCHOOL AND BUSINESS COLLEGE.

A few years ago schools in northwestern Iowa were rapidly multiplying and facilities for the training of teachers were altogether inadequate. J. Wernli, of Le Mars, though almost 60 years old, could not resist the temptation to open a normal school in that town in 1887.²

¹ Algona College is again noticed in the chapter entitled "Necrology."

² Mr. Wernli was a fellow countryman of Pestalozzi, a graduate of Dr. Augustin Keller's normal school in Switzerland and a teacher for five years in his native land. He then became a farmer in Wisconsin, but was soon called successfully and successively to a country school, to the county superintendency, to a Milwaukee principalship, and to the assistant principalship of the Wisconsin Normal School at Platteville. After that, between periods of ill health, his principalship of the German-English Normal School at Galena, Ill., aided in enlarging the attendance at the school to over 400. Seventeen years in Iowa followed, in such institute and school work as a semi-invalid could do before he opened his Le Mars normal.



NORTHERN IOWA NORMAL AND COMMERCIAL SCHOOL.

The citizens of the place contributed \$1,000 to the enterprise. Mr. Wernli supplied all other funds for the normal building and its furnishings. The enrollment was:

1887 (spring term)	29
1887-'88	125
1888-'89	192
1889-'90	205

Prof. Wernli set out to pay "special attention to the branches of study required by law to be taught in the common schools," and the methods to be employed were announced as "the most approved and the most perfect used in this country or in Europe."

The course of study embraced three years. The first year was devoted to the "branches required in the common schools by law," and the final studies of the third year were geometry, chemistry, botany, geology, English literature, history of education, and mental philosophy.

Once more ill health has compelled Supt. Wernli to retire from the schoolroom. The school passes into the care of Profs. A. W. Rich and J. F. Hirsch as associate principals, assisted by Mrs. A. W. Rich, Mrs. Luella C. Emery, and C. Jay Smith, and with continuing prosperity.

SOUTHERN IOWA NORMAL.

The citizens of Bloomfield in 1874 resolved to supply themselves and the surrounding region with a normal and scientific school of a higher grade than the public school. They accordingly laid the foundation of the Southern Iowa Normal Institute at that time. The property consists of nearly half a block in Bloomfield, with a substantial three-story brick building upon it.

It is owned by a joint stock company, which was incorporated in 1884.

The principals of the school have been: Messrs. Axline and Cullison, 1875-'78; Messrs. Shotts and Conrad, 1878-'80; Messrs. Somers and Conrad, 1880-'82; Messrs. Longwell and Strite, 1882-'84; Messrs. Strite and Conrad, 1884-'85; Prof. Strite, 1885-'87; Prof. R. S. Galer, 1887.

The normal course embraces among other studies arithmetic, algebra, plane geometry, United States and general history, physical geography, natural philosophy, literature (English and American), botany, zoölogy, and didactics.

In the scientific course Latin (Cæsar, Virgil, and Cicero's orations) or German, surveying, astronomy, political economy, geology, and chemistry are added.

The commercial course and the conservatory of music receive high commendations from the local papers.

Under Principal Galer the courses have been enlarged, instruction made more thorough, and the annual attendance has risen to 185.

EASTERN IOWA NORMAL SCHOOL.

Prof. Edwin R. Eldridge opened a normal school at Grand View, Louisa County, in 1874. Seven years later Columbus Junction offered such general and special attractions as to effect the removal of the school to that place, but was able to retain the professor in Iowa only seven years longer. About 2,500 pupils were under his care through his connection with the Eastern Iowa Normal, though several times that number of pupil-teachers enjoyed his instruction in State and county institutes during the same time.

Important as his work in Iowa was, the call to Alabama State Normal School was an invitation to a field of still wider influence. He accepted it in 1888.

NORMAL COLLEGES.

Three schools in the State bear the name of "normal college." They are all young and thus far the "normal" element in them seems to be more pronounced than the "college." Information concerning them is given through advertisements instead of catalogues.

DEXTER NORMAL COLLEGE.

A normal school was opened at Dexter in 1880. In 1888 it reported 11 instructors, 300 pupils preparing for teaching, 45 in the commercial department, and a total attendance of 400. The next year 500 were said to be in attendance.

No model school is maintained, but its didactic classes are permitted to visit the public schools of Dexter to learn from the work done in them. The following is taken from the announcement:

The plan of the courses of study is modeled after that of the best normal schools in the West. The full course includes three years, but each year's course is a unit in itself from which students regularly graduate. The first year is a course of common branches, the second an advanced course, the third a complete course. The first and second years lead each to a diploma, the third to a diploma and an elementary didactic degree.

The necessary branches for State certificate and diploma are included in the full three years' course. An idea of the high standard maintained may be gotten from the fact that an applicant is required to have the qualification necessary for a high grade first-class certificate before entering upon the second year or advanced course.

It is the largest normal college in central Iowa. It is among the most thoroughly equipped of any school in the State. The building is the largest exclusively normal building in the State.

It maintains six different departments.

WESTERN NORMAL COLLEGE.

This college is practically the creation of Mr. William M. Croan. He purchased the property in 1884, when only 65 students were enrolled in the school; four years later it was said that the enrollment had risen to from 400 to 700 during each of its five annual terms, and in 1889-'90 the entire list for the year was reported as over 3,000.

Mr. Croan is now only 37 years old, was born in Indiana, became ro-

bust by early farm work, and by self-support acquired push and tact and confidence that all things are possible to him who wills. He became a graduate of Anderson Normal School, and a student of President Burgess in the Northwestern Christian University. He was a teacher in graded schools, and county superintendent before assuming charge of the Shenandoah school.

The faculty of this young college is said to be "composed of the ablest, most practical, and experienced teachers in the country," "specialists in every department." Students can enter at any time and there are no examinations for admission. Its collegiate course of study, as remarkable as the history of the college, is as follows:

Course.	First term (10 weeks).	Second term (10 weeks).	Third term (10 weeks).	Fourth term (10 weeks).	Fifth term (8 weeks.)
Scientific	Geometry.....	Trigonometry ..	Analytical geometry.	Astronomy.....	Surveying.
	Geology.....	Chemistry.....	Physics.....	Botany.....	Zoölogy.
	Cæsar or German.	Cæsar or German.	Virgil or Marie Stuart.	Virgil or Wilhelm Tell....	Cicero or Wilhelm Tell.
	English History	English literature.	English literature.	American literature.	Political economy, review.
Classics <i>a</i>	Penmanship.....	Vocal music.....	Drawing.....	Didactics.....	Didactics.
	Psychology.....	Logic.....	Ethics and aesthetics.....	Political economy.	Literary criticism.
	Sallust.....	Cicero.....	Horace.....	Tacitus.....	Juvenal.
	Greek grammar	Homer.....	Sophocles.....	Æschylus.....	Demosthenes.
	Chaucer.....	Spencer.....	Milton.....	Shakespeare ...	Shakespeare.

a Public lectures at the close of each term.

HIGHLAND PARK NORMAL COLLEGE.

This institution was opened September 2, 1890. Its president, O. H. Longwell, A. M., is a graduate of Northern Indiana Normal School, (at Valparaiso), a teacher of experience in common schools, in the Southern Iowa Normal School at Bloomfield, and as principal in the Western Normal College.

This college is located in Des Moines, and the campus consists of 10 acres. The main building for general school purposes is surrounded by dormitories, halls, and private residences. It is thought that no such institution in the State ever opened its first term with so large a number of students. Over 300 were soon enrolled.

The departments announced are preparatory, didactic, scientific, classical, literary, kindergarten, model school, commercial, civil engineering, musical, fine art, telegraphic, electrical, shorthand, typewriting, pharmacy, medical, and law.

President Longwell says:

The faculty is composed of the ablest teachers in the country—not boys and girls who have to demonstrate whether they can teach or not, but of middle-aged men and women who have made a success in the school room. Great care has been exercised in choosing men and women who are well educated and who have demonstrated that they can teach.

No school in Iowa has a finer library or is better equipped with all kinds of apparatus than Highland Park Normal College.

No other normal college in Iowa is so directly accessible from all parts of the State or has a financial basis so full of apparent promise.

Young as Highland Park Normal College was, its second catalogue contained the names of 816 different students, representing every county in Iowa and thirteen States and Territories. The number in its third catalogue (1892-'93) is 1,262, and they now come from seventeen States and Territories. Of these 2 are now enrolled as senior classics, 16 senior scientifics, 25 senior didactics, 4 in classical department, 25 in scientific department, 499 in didactic department, and 382 in the business department.

It is possible that commissions of inquiry will be sent from other colleges to Highland to ascertain how such an attendance is secured. The range of studies furnishes a partial answer, but there is evidently, also, a rare power of "push" in that institution.

The following paragraphs are taken from its last catalogue:

THE MANAGEMENT.

The trustees of Highland Park Normal College fully realized that piles of brick and mortar do not make a college. They were, on the other hand, conscious of the fact that the equipments, the management, and the faculty would largely determine the success of the school. Who should plan the accommodations; who should look after the equipping of the college; who should select the faculty; who should outline the courses of study; who, in a word, should be chosen to place this new enterprise properly before the people of the country and direct and shape its policy? After entertaining many propositions from schools and men, this important work was entrusted to O. H. Longwell, at that time principal of the Western Normal College, at Shenandoah, Iowa, and generally considered one of the best teachers and all round school men in the West. President Longwell entered upon his duties in connection with Highland Park Normal College, March 1, 1890, and the unparalleled success of the institution is the best evidence that is needed of his ability to plan, organize, direct and carry to a successful issue the work of a great school.

THE AIM OF THE SCHOOL.

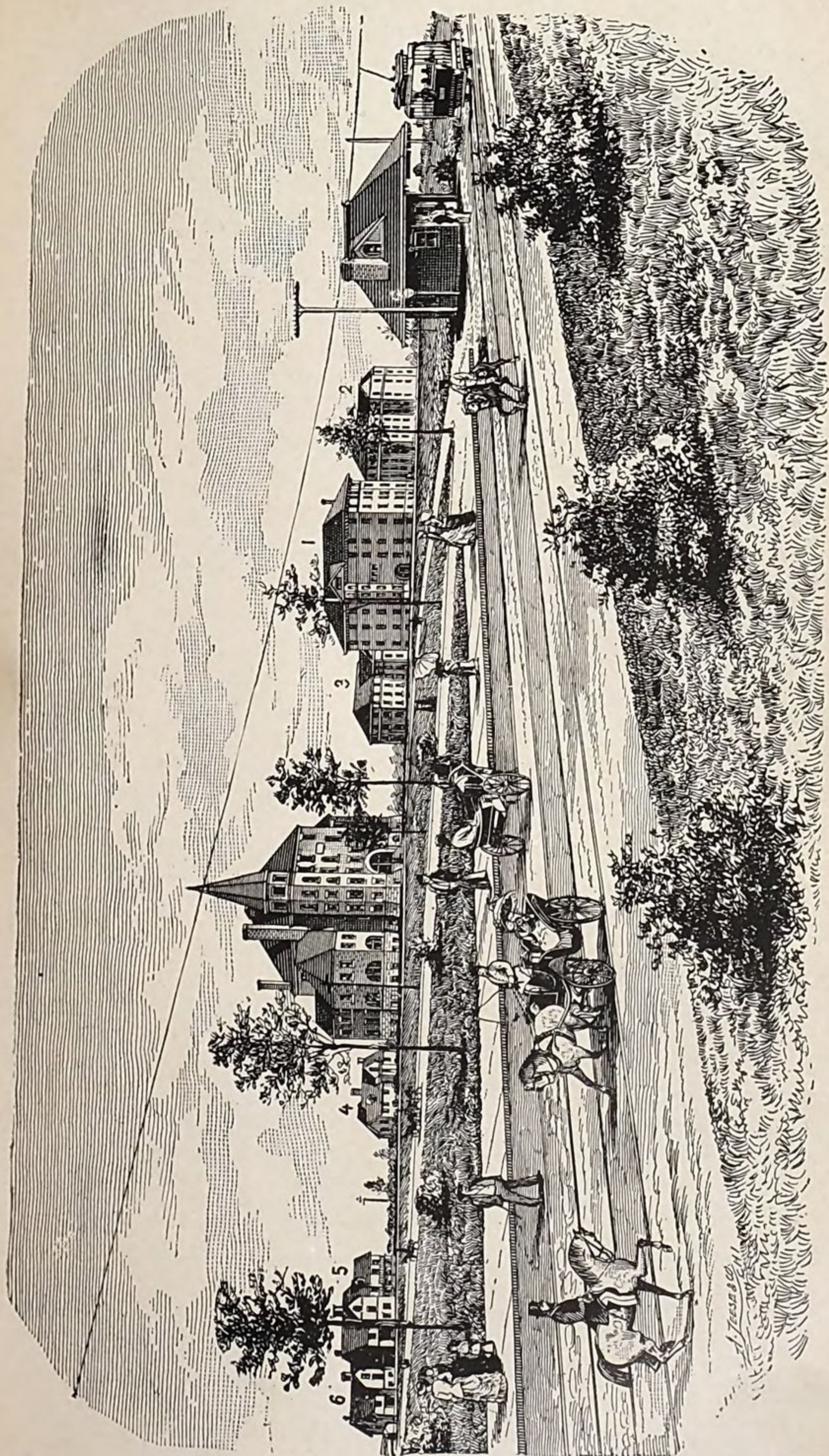
The aim of the school is to give a thorough education in any branch in the shortest time possible, and with the least loss of vitality. This is why the school has been so popular from the very day of its opening. Highland Park Normal College has never made a promise she has not kept; she has never made a statement she does not stand ready to verify. Those who have availed themselves of the privilege know that the school is all that it is advertised to be. It is no longer an experiment. On the other hand, it is considered everywhere the greatest success ever achieved in educational enterprises. A member of the board uttered a greater truth probably than he thought when he answered, on being asked the cause of the unparalleled success of the school, "We have," said he, "what the people want. A practical school with all the sham eliminated."

Some of the courses of study are as follows:

The didactic course.

JUNIOR YEAR.

First term.	Second term.	Third term.	Fourth term.
Arithmetic. Geography. Grammar. Orthography. Penmanship.	Arithmetic. U. S. history. Higher English. Elocution. Didactics.	Algebra. Anatomy and physiology. Rhetoric. Civil government. Teachers' training.	Algebra. Botany. Rhetoric. Bookkeeping. Drawing.



HIGHLAND PARK NORMAL COLLEGE, DES MOINES.

The didactic course—continued.

SENIOR YEAR.

First term.	Second term.	Third term.	Fourth term.
Algebra. Natural philosophy. Latin grammar. English history. History of education.	Geometry. Chemistry. Latin reader. Political economy. Mental philosophy.	Geometry and trigonometry. Zoölogy and astronomy. Cæsar. English literature. Science of education.	Trigonometry and land surveying. Geology. Cæsar. English literature. Perspective drawing.

NOTE.—German or French may be elected for Latin in the above course.

The scientific course.

JUNIOR YEAR.

First term.	Second term.	Third term.	Fourth term.
Algebra. Natural philosophy. Latin grammar. English history. Penmanship.	Geometry. Theoretical chemistry. Latin grammar. English literature. Didactics.	Geometry and trigonometry. Analytical chemistry. Cæsar. English literature. Teachers' training.	Trigonometry. Botany. Cæsar. American literature. Drawing.

SENIOR YEAR.

Analytical geometry. Physics. Virgil's Æneid. General history. History of education.	Calculus. Physics and microscopy. Virgil's Æneid. Political economy. Mental philosophy.	Astronomy. Zoölogy. Cicero. Logic. Science of education.	Land surveying and civil engineering. Geology. Sallust. Moral philosophy. Perspective drawing.
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NOTE.—German or French may be elected in the above course in the place of Latin.

The literary course.

JUNIOR YEAR.

First term.	Second term.	Third term.	Fourth term.
German. English grammar. Latin grammar. English history. Penmanship.	German. Higher English. Latin reader. English literature. Didactics.	Maria Stuart. Rhetoric. Cæsar. English literature. Vocal music.	Wilhelm Tell. Rhetoric. Cæsar. American literature. Elocution.

SENIOR YEAR.

Goethe's Faust. French. Virgil's Æneid. General history. History of education.	Geometry. French. Virgil's Æneid. Political economy. Philology.	Astronomy. French. Cicero. Logic. Drawing.	Geology or botany. French. Sallust. Moral philosophy. Perspective.
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The classical course.

JUNIOR YEAR.

First term.	Second term.	Third term.	Fourth term.
Greek grammar. Virgil's <i>Æneid</i> . English history. Higher English. Penmanship.	Greek reader. Cicero's orations. Greek history. Higher English. Didactics.	Xenophon's <i>Anabasis</i> . Sallust. Roman history. Philosophy of rhetoric. Vocal music.	Xenophon's <i>Anabasis</i> . Tacitus. Greek and Roman literature. Modern history. Elocution.

SENIOR YEAR.

Homer's <i>Iliad</i> . Horace. Mental philosophy. Sociology. History of education.	Sophocles. Horace. Political economy. Evidences of Christianity. Philology.	Aeschylus. Livy. Logic. History of philosophy. Drawing.	Demosthenes. Juvenal. Moral philosophy. International law. Perspective.
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The classical course is a continuation of the scientific course, and leads to the degree of bachelor of arts (B. A.). It is not necessary, however, to complete the scientific course before entering this course, nor are any examinations for entrance required. Those desiring to take this course who have had sufficient preparation to do the work satisfactorily can do so.

The electrical engineering course.

JUNIOR YEAR.

First term.	Second term.	Third term.	Fourth term.
Algebra. Physics. Chemistry. Free-hand drawing. Theory of electricity and shopwork.	Geometry. Physics. Chemistry. Instrumental drawing. Theory of electricity and shopwork.	Geometry and trigonometry. Electrical engineering. Chemical laboratory. Designing and drawing. Seminary and shopwork.	Trigonometry. Physical laboratory. Chemical laboratory. Designing and drawing. Materials of construction.

SENIOR YEAR.

Analytical geometry. Physical laboratory. German or French. Steam boiler. Shopwork and dynamotending.	Calculus. Physical laboratory. German or French. Mechanics of engineering. Machine designing.	Descriptive geometry. Physics. German or French. Mechanics of engineering. Electrical theory.	Descriptive geometry. Physics. German or French. Steam engine and other motors. Contracts, specifications, and management of plants.
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From the above course it will be seen that we have arranged for as thorough and practical a course in electrical engineering as is given in any of the schools of this country.

The civil engineering course.

JUNIOR YEAR.

First term.	Second term.	Third term.	Fourth term.
Algebra. Natural philosophy. English grammar. Drawing.	Geometry. Theoretical chemistry. Rhetoric. Drawing.	Geometry and trigonometry. Analytical chemistry. Rhetoric. Descriptive geometry.	Trigonometry. Botany. Field engineering. Descriptive geometry.

SENIOR YEAR.

Analytical geometry. Railroad engineering, location, and earthwork. Physics. German or French. Descriptive geometry.	Calculus. Railroad engineering, computations, and office work. Physics and mechanics. German or French. Descriptive geometry.	Civil engineering, mechanics of engineering. Sanitary engineering. Mechanics and astronomy. German or French. General engineering, specifications.	Civil engineering, dynamics of engineering. English literature. Geology. German or French. Specifications and estimates.
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CHAPTER VI.

THE IOWA STATE AGRICULTURAL COLLEGE.

The Iowa Agricultural College arose from a fact and from a fancy born of the fact. The fact was undeniable that the graduates of literary colleges rarely devoted their lives to manual labor, and when they did so it was of necessity and not of choice. The illegitimate fancy represented the literary college as "indirectly, but most effectually," teaching the student "to abhor labor and despise the laborer."¹

"Three or four young men who had worked their way through long years of weary toil into the legislature of their adopted State" were determined to found one college where "all students should be required to labor as a part of the course of instruction, thus making labor honorable."

THE SUCCESS OF 1858.

The project met with determined opposition in both branches of the legislature, and was agreed to only after the most persistent efforts of its friends had been exerted to the utmost. "We succeeded," said Ex-Lieut Gov. Gue, "in getting the organic act with the appropriation of \$10,000, a sum barely sufficient to purchase a farm upon which to build up the college."² It was six years, however, before any further aid could be obtained from the State. That act of 1858 provided further that each student of the college should engage in manual labor not less than two hours in winter or three in summer.

THE NATIONAL LAND GRANT OF 1862.

Congress granted to each State (not in rebellion) 30,000 acres of land for each Senator and Representative in that body, for "the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."³

One-tenth of the fund arising from the sale of those lands could be

¹Addresses at the opening of the Agricultural College, March 17, 1889, p. 6.

²Address at opening of the Agricultural College, p. 7.

³Agricultural land-grant act, 1862, sec. 4.

used by the State for the purchase of sites for experimental farms, but otherwise it must be maintained forever undiminished. The interest of it was intended to be used for the current expenses of the college, but not for buildings.

IOWA ACCEPTS THE GIFT AND ITS CONDITIONS.

The Iowa legislature, convened in special session, accepted the grant in September, 1862. Most of the lands were promptly selected. The State was unable to do more for the college at that time.

A PRELIMINARY TERM, 1868-69.

The trustees were not ready to choose a president until 1867. Hons. B. F. Gue, William M. Stone, John Russell, and Peter Melendy were appointed to organize the college. The experience of others was of little service to them; the growth of the five agricultural colleges then in existence furnished few hints of value. Out of 12 candidates within the State and 17 beyond its borders they selected Hon. A. S. Welch, then a United States Senator from Florida, and formerly, for some years, the principal of the Michigan State Normal School. He accepted the position, to enter upon its full duties at the end of his senatorial term, March 4, 1869. Nevertheless, he came to Iowa in 1868, devised a course of study for the college, made suggestions as to the first building and its equipments, and organized a preliminary term, which commenced October 25, to prepare prospective freshmen for the first full college year.

PRESIDENT A. S. WELCH'S ADMINISTRATION, 1869-83.

A large assembly greeted President Welch at his inauguration, on the broad prairie, March 17, 1869. He pledged himself to a candid expression of his own views and to a faithful performance of duties imposed upon him. The plan of organization seemed to him to commit the college "to the promotion of two great and salutary educational reforms." "One of these," he said, "is the withdrawal of the ancient classics from the place of honor which they have largely held in our college curricula and the liberal substitution of those branches of natural science which underlie the industries of this beautiful State. The other is the free admission of young women, on equal terms with young men, to all the privileges and honors which the institution can bestow."

THE WORK OF THE COLLEGE BROADENS.

It was not long before the demand for Latin caused that to be added to the French and German introduced at first. A liberal number and amount of belles lettres studies were admitted to the curriculum, but often with more or less hesitancy in the minds of members of the college, the faculty, the trustees, and of its natural constituency. The sciences,

especially those obviously and somewhat directly related to the industries, took a permanent place in the college at once and have steadily maintained it.

The State legislature in 1858 evidently intended to make the college strictly agricultural by enacting the following:

The course of instruction in said college shall include the following branches, to wit: Natural philosophy, chemistry, botany, horticulture, fruit growing, forestry, animal and vegetable anatomy, geology, mineralogy, meteorology, entomology, zoology, the veterinary art, plain mensuration, leveling, surveying, bookkeeping, and such mechanic arts as are directly connected with agriculture. Also, such other studies as the trustees may from time to time prescribe, not inconsistent with the purposes of this act.¹

The acceptance of the Federal land grant in 1862 committed the State to a material broadening of the scope of the college. This enlargement was more distinctly provided for in 1882 by the direct repeal of the provision of 1858 and the enactment—

That there shall be adopted and taught at the State Agricultural College a broad, liberal, and practical course of study, in which the leading branches of learning shall relate to agriculture and the mechanic arts, and which shall also embrace such other branches of learning as will most practically and liberally educate the agricultural and industrial classes in the several pursuits and professions of life, including military tactics.

The campus, and indeed the college as a whole, is said to be President Welch's truest monument. To him is attributed the college fields and walks and buildings and artistic ornamentation. The course of study, too, was his thought, as the best in the circumstances. It has been claimed, indeed, that "no one ever changed but to mar it."

His task would have been a difficult one if he had only himself to satisfy. It was all an experiment, with only a few others trying a similar one, and with a liberal sprinkling of errors or failures through their attempts. But there was also his faculty to convince and to lead, his trustees to instruct and to win, and the people of the State to please, while the plans in his own mind were often encircled by a penumbra of doubt. The result of his thought promises to be the substantial policy of the college in future.

President Welch resigned in 1883, and was succeeded by Dr. S. A. Knapp during one year. Mr. Leigh Hunt then held the office from February 1, 1885 to July 1, 1886.

THE PRESIDENCY OF W. I. CHAMBERLAIN, LL. D., 1886-'90

Dr. Chamberlain, a classical graduate of Western Reserve College, and during six years secretary of the Ohio board of agriculture, became president of the college July 1, 1886. His inaugural seemed to some too belligerent, with rapier thrusts at the "old-time colleges," but he closed with the olive branch, saying:

But my words need give offense to none of you. There is scarcely an "old-time college" in the State. All are more or less permeated with the spirit of the "new

¹ Iowa Session Laws of 1858, p. 176. Code of 1873, sec. 1621.

education," the "laboratory method" of instruction, in whatever is taught. All have freely admitted most of the "beneficent sciences" into their courses, and are trying to teach them in a practical way. All, I believe, are trying to give an active rather than a passive education; to train to do, and not simply to be or know. All, or nearly all, give equal rights of study to women. But most of you are, very properly, perhaps, giving a larger share of your attention to language and literature, and to introspective and retrospective studies, than is, in the opinion of trustees and faculty, authorized here by the spirit of the Congressional and legislative acts that gave us our endowments.

* * * * *

We shall all have more students than we can properly care for. Those who desire an extended literary and classical course, with less of practical science, will naturally come to you, just as those who desire extended courses in the physical sciences and large facilities for drill in their useful applications, but less of literary culture, will naturally come to us.¹

MISAPPREHENSIONS CORRECTED.

An important part of the work of Dr. Chamberlain has been to correct misapprehensions and misstatements concerning the college. A few months ago a sheaf of these was gleaned by a distinguished gentleman and a former citizen of the State and made public in the following language:

The agricultural college, organized by the State five or six years ago (1), and supported by the sale (2) of land donated by the Government, has not developed great capacity for instruction in agricultural labor (3) and science, either because no sufficient system of instruction has been devised (4), or because the intestine controversies among the trustees, presidents, and professors (5) have retarded its growth and obstructed its usefulness.

President Chamberlain endeavors to preserve the truth of history by the following reply in his report to his board of trustees:

(1) DATE OF ORGANIZATION.

"Organized by the State five or six or years ago." The facts are that the State act established the agricultural college thirty-one years ago; the Congressional grant, twenty-seven years ago, laid the basis for the mechanical and military departments, and strengthened the agricultural; and the college in its present form was opened for instruction twenty-one years ago.

(2) MODE OF SUPPORT.

"Supported by the sale of lands donated by the Government." The great wisdom of our trustees' management of the Congressional land grant lay in the fact that they did not sell the land, like most other States, at 50 to 70 cents per acre, but leased it at 8 per cent annually, in advance, on an appraisal of about \$3 per acre—far higher than it could possibly have been sold for then.

(3) KIND OF INSTRUCTION REQUIRED.

"Has not developed great capacity for instruction in agricultural labor and science." An untold damage to this and every other agricultural college has grown out of the above assumption, that our chief or only mission is to give "instruction in agricultural labor," to teach mere farm processes, ordinary hand work, requiring

¹President Chamberlain's Inaugural Address, pp. 26, 27.

merely knack and practice. This assumption has hurt us with the farmers. They have said: "Unless you do that chiefly you pervert trust funds." It has hurt us with those who desire other technological and scientific instruction. They have said: "As you teach only agriculture, we will go elsewhere." The mischief has lurked partly in the name "Agricultural College;" a partial, inadequate, misleading name, adopted, not by Congress, but afterward, simply for brevity. Three things, not one alone, are required in our organic law—agriculture, mechanic arts, military tactics. * * * In absolute fidelity to the letter and spirit of our organic laws, as passed by Congress and State legislature, are all the affairs of this college, financial, literary, scientific, and practical, now managed. Not simple processes in agriculture, horticulture, and the mechanic arts, learned better and more cheaply in shop or on farm; not these do we teach largely, but related science, underlying principles, and processes too intricate or difficult for the unskilled, uneducated laborer.

SYSTEM OF INSTRUCTION DEVISED.

"Either because no sufficient system of instruction has been devised." Our system is the result of the best efforts of the wisest educators in the New World and the Old for nearly a century. Industrial education is a century old. Agricultural education in colleges is not half a century old.

(4) INTESTINE CONTROVERSIES.

"Or because the intestine controversies among the trustees, presidents, and professors," etc. From all I can learn there has been less controversy, fewer changes in faculty, and greater steadiness in purpose here than in most State institutions.

(5) OBSTRUCTED USEFULNESS.

"Have retarded its growth and obstructed its usefulness." Its growth has been retarded only by the capacity of its dormitories and accommodations. * * * Its usefulness has not been obstructed. Eighteen classes have graduated 473, 26 per year on the average. This year's class [of 1889] graduated 45 members and 3 second-degree graduates in the course—the largest class in the history of the college.

THE COLLEGE ATMOSPHERE, INDUSTRIAL.

The statistics, as furnished by the college, seem to show that its influence is very favorable to the manual industries. One-third of its students in the lower classes entered the college to prepare for industrial life; more than one-half of its graduates before 1886 became industrialists, and two-thirds of its latest alumni intend to do so. They may not give their lives to the plow or to the plane; they may find it more congenial and more profitable to become editors of agricultural papers, business superintendents, or civil engineers. The college is designed to prepare students for just such intellectual spheres of industrial life.

THE COURSES OF STUDY.

The subfreshman classes were dispensed with about five years ago. It has been found, however, that country boys can not be properly taught at home in "beginning algebra, advanced grammar, physiology, and United States history," and a half year is again devoted to these.

The college course is built upon common-school studies, such as are named above, and includes instruction in such arts and applied sciences as agriculture, horticulture, stock breeding, veterinary science, civil, mechanical, and electrical engineering, military science and tactics, and domestic economy. These studies seem to be specifically required by act of Congress. The following are believed to be required by implication: Pure mathematics, chemistry, physics, geology, botany, zoölogy, entomology, anatomy, physiology, pathology (animal and vegetable), and political, social, and economic science.

Rhetoric, elocution, literature, English and general history, history of civilization, psychology, civics or civil government, and ethics, including Sabbath sermons or lectures, have been introduced into the curriculum as needful in training students to become intelligent, virtuous, and patriotic citizens.

Among studies permitted by the act of Congress in 1862, this college offers (not requires) one year of Latin to the gentlemen and two to the ladies. Also one year and a half either of French or German. Latin is offered and taught as one of the best means of teaching the general structure and principles of language in general and the etymology and meaning of English words, especially compounds and scientific words and terms.

One year of French is required of the engineering students. German is offered, especially to students who make chemical, physical, or biological science prominent in their course. To the ladies more work in Latin, French, and German is offered, partly because teaching is as yet the chief and the best-paying industry for unmarried women, and a knowledge of one or more of these languages helps them to secure better positions as teachers. Music—sight reading of notes with the voice is taught as an excellent means of mental drill, and in order to fit students to be teachers in the best public schools and for usefulness and enjoyment in life.¹

The courses in civil engineering, in mechanical engineering, in agriculture, and the general course in the sciences related to the industries require four years for their completion. Those in veterinary science and in domestic economy are two-year courses.

The special summer school of science in 1890 embraced instruction in botany, physics, chemistry, zoölogy, and entomology, with lectures and laboratory practice.

THE COLLEGE CAMPUS AND FARM.

Most of the campus and farm was secured in 1859. The campus proper embraces about 120 acres and the farm nearly 800 near Ames. One of the early college trustees says of this place as he saw it less than thirty years ago:

I remember well my first visit to this spot, * * * long before the Northwestern

¹ President Chamberlain, in Marshalltown Times-Republican, August 4, 1890.

Railroad was projected. * * * It seemed to me that it must have been selected as a place of exile, where students would some day be banished remote from civilization and its attendant temptations to study nature in its native wildness. Standing on the eminence where the college now looms up we could only see one of the most beautiful landscapes in the West, but almost as wild as when Noah's ark floated over a world of water.¹

That area of undeveloped possibilities has become a paradise of civilization. The first railroad to cross the State runs through the college grounds, while farms and towns cover all the surrounding prairie. The college farm is an experimental station for cultivating grains, grasses, and fruits cultivable in Iowa. The shrubbery plantations, the grounds for forestry and the flower gardens are noteworthy. The buildings on the campus consist of barns, veterinary buildings, a creamery, six dwelling houses for members of the faculty, two boarding cottages, horticultural, chemical, physical, zoölogical and engineering halls, a building for instruction in domestic economy, and others beside the main college building which is four stories high above the basement, and 158 feet long by 112 feet deep through the wings.

The faculty in 1890 was as follows: W. I. Chamberlain, LL. D., president and professor of psychology, ethics and civics; M. Stalker, M. SC., B. S., veterinary science; J. L. Budd, M. H., horticulture; E. W. Stanton, M. SC., mathematics and political economy; D. S. Fairchild, M. D., pathology, histology, etc.; C. F. Mount, C. E., civil engineering; James Rush Lincoln, military science and tactics; Alfred A. Bennett, M. SC., chemistry; Herbert Osborn, M. SC., zoölogy and entomology; J. C. Heiner, M. SC., M. D., physics; A. C. Barrows, A. M., D. D., English literature and history; Loren P. Smith, M. SC., agriculture (farm superintendent); Miss Lillie M. Gunn, French and German (preceptress); C. W. Scribner, A. B., M. E., mechanical engineering; L. H. Pammel, B. AGR., botany; Mrs. Elisa Owens, domestic economy; Miss Cora Marsland, O. B., elocution (librarian); Miss Margaret Doolittle, Latin and English; William R. Shoemaker, B. SC., assistant in mathematics; Miss Eva F. Pike, music (organist).

STUDENTS.

During the five years 1885-90 the number of students has been limited only by the ability to entertain them. That number is now about 300. The graduates in the two years 1886 and 1889 were as given in the annexed table:

	1886.	1889.
In the course in science and agriculture	20	24
In the course in mechanical engineering.....	3	4
In the course in civil engineering.....	3	5
In the ladies' course.....	7	4
In the course in veterinary science	4	7
Total.....	37	44

¹Hon. B. F. Gue, in Addresses at the Opening of the Agricultural College, p. 8.

The endowment fund of the college derived directly and indirectly from United States grants is, in round numbers, \$650,000.¹ The annual income from national gifts, as increased by the Morrill bill (which has just become a law), is \$75,000. The amount appropriated by that law was \$15,000 in 1890, and is to be enlarged \$1,000 annually for ten years, and to be continued thereafter at \$25,000 a year, making the prospective annual receipts \$85,000 from Federal sources.

The total amount given the college by the State is about \$350,000.

ACTING PRESIDENT E. W. STANTON TO PRESIDENT W. M. BEARDSHEAR,
1890-91.

At commencement, 1890, the resignations of President Chamberlain and several professors were tendered and accepted. Prof. Stanton consented to act for a time as president; it was hoped by many that that temporary office would become permanent.

The year 1891 opened with strong expressions of dissatisfaction by representatives of farming interests with the course of study pertaining to agriculture. Committees from the State Farmers' Alliance, the Butter, Cheese and Egg Association, and from the Stock Breeders' Association laid a very significant address upon the table of the trustees of the college January 8. They said:

There is no longer any distinctively agricultural course at the college. We find the so called course of science and agriculture has in its entire four years but forty-two hours of required agriculture. The catalogue recently issued shows, when compared with those that have preceded, that the attention given to agriculture in the college is decreasing each year until it can no longer be fairly considered an important feature of the course. We find the higher mathematics, ancient and modern languages, and other studies, which are at most permissive under the law, occupying the time and attention of the student to the almost entire exclusion of studies that by the same law are made one of the chief objects for which the college has received its munificent endowment.

After commending the work of the college they added:

Without going into details, we express the conviction that the agricultural interests of the State imperatively demand, in addition to the complete course of graduation, a two years' course and a three months' winter course, to which students shall be eligible without regard to age or education. Many of our people, however, are engaged in dairy farming and demand the establishment of a dairy school. * * *

We are well aware that no course of study, however complete, and no appliances, however costly or perfect, can secure the desired result unless under the control of men who are in entire sympathy with the objects they were designed to secure. We therefore regard the election of president of the college as of equal importance with the reconstruction of the course of study. We confess to a feeling of alarm in view of these suggestions of the election of any officer of the college or any alumnus who has not been recognized in the past as thoroughly imbued with the farm spirit, or who has not earnestly protested in time past against the measures that have brought the department of agriculture of the college into its present deplor-

¹ Each of nineteen States received a larger land grant for an agricultural college than Iowa, but the Iowa fund has been so well managed that only one State has a larger income from that source.

able condition. We have no sympathy with that feeling which seems to prevail quite largely among the alumnus that their diplomas would take on additional value if the college could be still further diverted from its original design and transformed into a university supported by agricultural funds. We therefore believe that an entirely new man should be chosen, one of well-known executive ability in the management of an educational institution and in entire harmony with the objects sought by the Farmers' Alliance in the appointment of this committee. We therefore recommend the election of Dr. W. M. Beardshear to the position of president of the college. Should the board see fit to adopt the recommendation of this and the other committees of the leading farm organizations by thoroughly remodeling the course of study, excluding all scientific and classical studies that are not absolutely necessary to the successful pursuit and highest attainment of a practical agricultural, mechanical, and business education, not only from the course, but from all the courses, and make the college distinctively industrial and agricultural, conforming to the requirements of the law of its organization, establish a dairy school and elect a president in sympathy with the views we have expressed, we are then prepared to ask of you the election of Hon. James Wilson to the position of professor of agriculture. If, however, the present course is to be retained and the present conditions at the college are to continue, we withdraw all recommendations.

In accordance with the above recommendation, the trustees promptly elected Dr. Beardshear and Mr. Wilson¹ to the positions named therein, and modified the course in agriculture as suggested, but do not seem to have excluded from the college all "studies that are not absolutely necessary" for a farmer, a mechanic, or a business man in industrial relations.

The elements of the old question, "Shall the agricultural college aim to prepare pupils for citizenship as well as for business?" still remain. The ultimate answer of the college officers to that query lies in the realm of prophecy and not of present history.

DR. WILLIAM M. BEARDSHEAR'S PRESIDENCY, 1891-93.

Dr. Beardshear passed from the presidency of Western College to the superintendency of the Des Moines public schools, and from there to the presidency of the Iowa State College of Agriculture and Mechanic Arts, as the agricultural college is now called. One rigidly agricultural course extending through four years is now maintained in the college and is largely attended. A ten weeks' course, beginning December 1 in each year has been established. A dairy school for theoretical and practical instruction in dairying was provided in 1891, and a dairy building worth \$17,000 has been erected. A four years' course in mining engineering was opened in 1892. The course in electrical engineering now covers four years, and the electrical apparatus

¹Hon. James Wilson is of sturdy Scotch ancestry, and a nephew of Rev. Dr. J. McCosh, late president of Princeton College. His school education was completed at Iowa College. In 1868, when the right of the State to regulate railroad tariffs was doubted by the ablest lawyers and judges, it was his influence in the legislature mainly which placed it beyond question, and by appropriate legislation. His efforts for industrial interests while a member of Congress also were conspicuous and effective.

has been increased at an expense of \$10,000. The new building for agriculture and horticulture is near completion at a cost of \$40,000. Other buildings have been enlarged as the recent increase in the number of students from 337 to 547, has made such changes a necessity. During Dr. Beardshear's presidency it will be hard for his faculty or his students or the public to forget that the best industrialism depends on the completest manhood for its development and for its maintenance.

CHAPTER VII.

THE STATE UNIVERSITY.

ITS LANDS.

The National Government made its grant of land to Iowa for the prospective university in 1840. The State in its constitution in 1846 engaged to take charge of those lands, "to provide effectual means for the improvement and permanent security of the funds" arising from their sale, and to appropriate the interest of those funds to the support of the "university, with such branches as the public convenience may hereafter demand." The grant consisted of two entire townships, or 46,080 acres.

The selection was delayed several years, and when made was not the most fortunate. Incoming settlers were eagerly locating near streams and in the timber. It was not deemed possible that the prairies should be occupied in less than a century, if ever, or that the land there would be as valuable as in the timber. Of course, "lands near living streams must be worth most in all the future." Hence groves were usually selected, where timber was removable and the surface was somewhat rough. A few years later the prairie was far more valuable. The trustees of the university endeavored to protect the lands from wasteful sale by appraising them above their market value. The State legislature in 1847 authorized the sale of its Des Moines River improvement lands and some of its school lands on long time. These sales on such easy terms created an appetite for university lands, and they, too, were placed on the market by direction of the legislature. The terms offered were against the better judgment of the trustees, and probably through the influence of interested parties. Fortunately, some members of the board made some purchases at public sale, though at a price even above the appraised value, but the Attorney-General, Hon. Samuel A. Rice, pronounced those purchases invalid. Nevertheless, October 25, 1859, the board found that 31,411 $\frac{1}{3}$ acres had been sold for \$110,582.75, an average of \$3.52 per acre.

The university received saline lands from the State in 1860, amounting to 4,578 acres, and the proceeds of saline lands previously sold, amounting in notes and cash to \$29,571.74.

About 2,600 acres of university land remain unsold in 1890, and the interest-producing funds of the university now amount to nearly

\$227,000. The trustees valued the university lands at \$10 an acre thirty-eight years ago. At that price the invested fund of the institution would now have been more than half a million.

THE LOCATION OF THE UNIVERSITY.

Immediately after the admission of Iowa into the Union the location of the university became an exciting topic in the legislature. A representative from Henry County introduced a bill in January, 1847, to locate it at Mount Pleasant, and another from Jefferson County introduced one in favor of Fairfield. These bills were sent to their tomb in the hands of the committee on schools. Later in the session Senator Thomas Hughes, of Johnson County, proposed to locate the institution at Iowa City, and Senator Samuel Fullenwider, of Des Moines County, endeavored to secure it at Yellow Springs. These bills were referred to the committee on schools, and that committee proposed that action on them should be postponed, and that "a parent university" should be established under the direction of the State superintendent of public instruction. They also proposed that the State should be divided into collegiate districts, and that a portion of the university funds should be allotted to each of these. The plan was accepted by the senate and concurred in by the house, but no further action concerning it was taken.

The friends of Iowa City were not napping, and it was to their advantage that the statehouse there was probably about to be vacated by the legislature, and could then be utilized as the first university building. Aided by a petition from some 200 persons, Hon. Smiley R. Bonham, of Johnson County, introduced a bill into the house in favor of Iowa City. The moment was auspicious. In two days it passed the house and the senate, but with a wise senate amendment giving the university trustees the control of university funds, subject only to the general assembly. The house concurred in the amendment, and the location of the university at Iowa City was effected on the last day of the session.

A new danger arose for Iowa City before the next legislature convened. The commissioners for the relocation of the capital had chosen Monroe, in Jasper County. The choice was unpopular. The next legislature in 1849 annulled its previous action for a relocation. The university could not take possession of the capitol. Iowa City must compromise or lose the university. A compromise was made. The central location of the university at Iowa City was undisturbed, but two "branches," so called, were authorized to be located, respectively, at Dubuque and at Fairfield.

These branches, however, were to be practically, two independent State universities. Three normal schools also were agreed upon, one each for Andrew, Oskaloosa, and Mount Pleasant.¹

¹Address of Col. Thomas H. Benton, jr., at the university commencement, June 21, 1867, pp. 9-14.

ITS GOVERNMENT.

The act approved February 25, 1847, which established the university, intrusted its government to a board of fifteen members, under the presidency of the superintendent of public instruction, *ex officio*. The treasurer of State was made *ex officio* treasurer of the board. Two years later the governor of the State was made an *ex officio* member, and in 1855 the board was permitted to elect its own treasurer. The new board of trustees, chosen March 12, 1858, by the general assembly, was found to be unauthorized by the new constitution, and the board of education elected the following named persons:

Maturin L. Fisher, of Clayton County; Hugh D. Downey, of Johnson; Theodore S. Parvin, of Muscatine; Charles Pomeroy, of Boone; Thomas H. Benton, jr., of Pottawatomie; Joseph M. Griffiths, of Polk; and Leonard F. Parker, of Poweshiek.

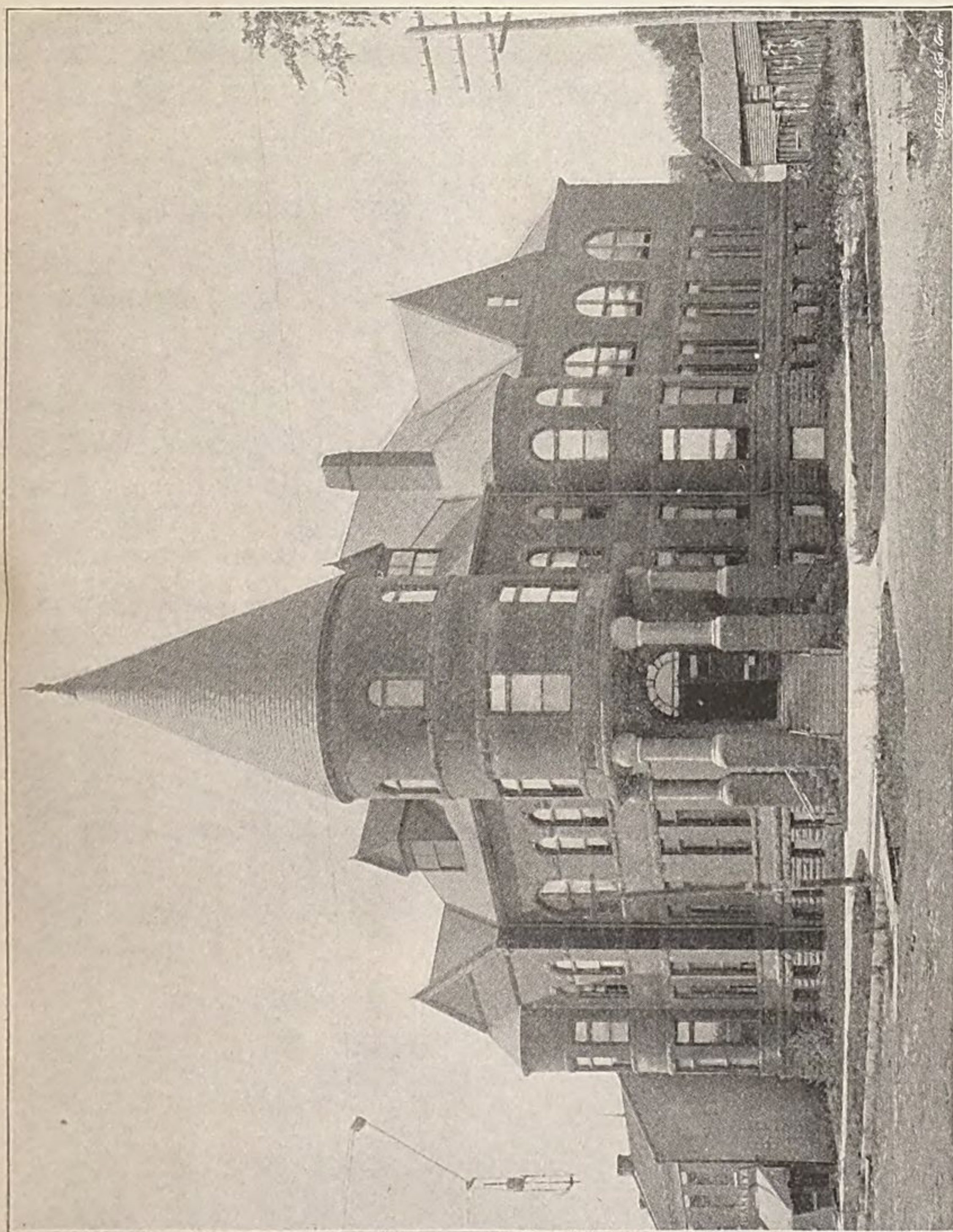
When the board of education was abolished in 1864, the legislature made the governor and the president of the university *ex officio* members of the board of trustees. The new board then consisted of the governor, William M. Stone, the president of the university, Oliver M. Spencer, Thomas H. Benton, jr., Francis Springer, Nicholas J. Rusch, Samuel W. Cole, Rush Clark, Lewis W. Ross, and T. C. Woodward. The legislature substituted a board of regents for a board of trustees April 11, 1870, placing on it one member from each Congressional district of the State, and adding the superintendent of public instruction to the former *ex officio* members (the *ex officio* membership of the superintendent was abolished in 1872, but restored in 1876). In 1886, however, the president was dropped from the *ex officio* list, thus removing from that body the only person in the State whose official duties brought him into direct and daily contact with all departments and all interests of the university. It is understood that the board of regents have reduced the evil of this change to a minimum by asking the attendance of the present incumbent of the presidential chair at their meetings and by giving great weight to his opinions.

ITS ORGANIZATION.

Of the normal schools contemplated when the university was located at Iowa City, only two took on even the semblance of life. The Mount Pleasant institution was discussed, placed in the hands of a committee to solicit funds for it, and was no more.

The school at Andrew was organized November 21, 1849, under the management of Samuel Pray as principal and Miss J. S. Dorr as assistant. An edifice for the special accommodation of the school, 30 by 50 feet, and two stories high, was commenced, and over \$1,000 expended upon it during that year, but it was never completed.

The trustees at Oskaloosa organized in April, 1852, by the election of Micajah T. Williams, president; Henry Temple, vice-president; and Henry Blackburn, secretary and treasurer. The school was opened in the court-house September 13, 1852,



STATE UNIVERSITY OF IOWA—CLOSE HALL.

under Prof. G. M. Drake and wife. Four acres of land adjacent to the town were secured as the permanent seat of the school. A substantial brick building, 34 by 52 feet, and two stories high, each story 12 feet in the clear, was partially constructed in 1852, and finished in 1853, at a cost of \$2,473. The school at Mount Pleasant was never organized.

Neither of these schools received any aid from the university fund, but the general assembly, by the act of January 28, 1857, appropriated from the State treasury the sum of \$1,000 each for those at Andrew and Oskaloosa, and repealed the law authorizing the payment of money for their benefit from the income of the university fund, after which they made no further effort to continue in operation for the purposes for which they were instituted.¹

The first attempt to organize the university proper at Iowa City was made in 1854. The trustees leased the Mechanics' Academy (known more recently as the hospital) and elected Prof. William C. Larrabee president. That gentleman visited Iowa City, had an interview with the board, and declined to serve them. That act of his was not strange. The prospect for a "university" within his lifetime did not seem very exhilarating. In a State less than eight years old, with only 324,000 inhabitants in it, and more than half of them in cabins built less than five years before, without a foot of railroad, there was more immediate demand for conquering the prairie and bridging sloughs than for mastering fluxions or theorizing about prehistoric man.

Discouraging as the work might seem, a school was opened in March, 1855 (and maintained sixteen weeks), by Alexander Johnston as professor of mathematics, Abel Beach as professor of languages, and E. M. Guffin as principal of the preparatory department. No record of their previous employment by the board can be found, though they were recognized, supervised, and paid by the trustees.

During that first term the trustees invited Hon. Loran Andrews, of Ohio, to become president, but he, too, declined. The third effort was more successful, and Hon. Amos Dean, of the Albany Law School, New York, was chosen chancellor (or president) and professor of history. He accepted the position, though he never entered fully upon the duties of his office.

THE CHANCELLORSHIP OF DR. AMOS DEAN, 1855-'58.

The first circular of the university was issued under Chancellor Dean's supervision, September 1, 1855. Among the trustees named in it were James D. Eads, superintendent of public instruction, and James W. Grimes, governor of the State. The faculty, as then published, consisted of Amos Dean, LL. D., president and professor of history; Alexander Johnston, A. M., professor of mathematics; Henry S. Welton, A. M., professor of ancient languages; James Hall, professor of natural history; Josiah D. Whitney, professor of chemistry; E. M. Guffin, A. M., preparatory department; John Van Valkenburg, normal school.

The instruction during the academic year commencing September 19,

¹Benton's Commencement Address, pp. 16-18.

1855, was given by Profs. Johnston, Welton, Guffin, and Van Valkenburg.

The circular announced that "ultimately a very thorough course of instruction" was contemplated. A preparatory course of two years was outlined and the university proper was organized in departments. The five departments of (1) ancient languages, (2) modern languages, (3) intellectual philosophy, (4) moral philosophy, and (5) history constituted the philosophical course. The further departments of (6) natural history, (7) mathematics, (8) natural philosophy, and (9) chemistry constituted the scientific course. A student having pursued and completed any three departments of the philosophical course was entitled to the degree of bachelor of philosophy. One who had completed any three of the scientific course was entitled to the degree of bachelor of science, and one who had earned both of the above degrees was entitled to the degree of bachelor of arts, and one who had mastered the nine departments was entitled to the highest degree conferred by the university, that is doctor of philosophy.

The departments were designed to be so arranged as to enable students to take the degree of bachelor of philosophy, or of bachelor of science at the close of two years, that of bachelor of arts at the close of four years, and that of doctor of philosophy at the close of six.

The first normal circular was issued September 19, 1855, by Prof. Van Valkenburg. It was one condition of entrance that "the applicant must be 12 years if a female, and 14 years of age if a male." Of the studies it was said:

The course of study in this school will begin with orthography, reading, penmanship, English grammar, mental and written arithmetic, geography, and physiology.

Elementary work in algebra, geometry, surveying, history, philosophy, astronomy, botany, chemistry, bookkeeping, and political economy was also announced.

The second general circular was printed for the academic year 1856-'57.

The course of study had been changed but little, but of the course in history (in the immediate charge of the chancellor) it was said that "the department thus created is entirely new, and is to be taught as it can only be, from the want of text-books, by lecture and examination."

The two following topics are quoted from the circular:

(1) *Methods of instruction*.—The departments of intellectual philosophy, moral philosophy, history, natural history, natural philosophy, and chemistry are to be taught exclusively by lecture and examination. The trustees have been led to the adoption of this principle by the considerations:

One. That it must secure able professors in each department, as no others can possibly sustain themselves. Two. It secures a teaching more in accordance with the actual state and condition of science, which is and must ever be progressive. Three. It enables the teacher to adapt his instruction to the capacity of the student, and thus to secure his more effectual progress. Four. It brings the living mind into direct contact with that of the student, and thus awakens his powers, kindles his en-

thusiasm, and results in a higher and more perfect culture. Five. It is the only method followed in the universities on the continent of Europe, and has there been fully and satisfactorily tested and its results approved.

(2) *Departments in operation.*—Besides the preparatory and normal departments, the trustees have arranged to open for students for the ensuing year the following departments in the university proper, viz, those of the ancient languages, of the modern languages, of the mathematics, and of natural philosophy. They have deemed it proper first to organize the departments and then to open gradually and successively for the admission of students such, and so many only, as the exigencies of the time require. They have organized the university for the future as well as the present, and in that organization have been more solicitous of bestowing upon it the elements of future growth than of present perfection. They now have libraries, philosophical and chemical apparatus, and cabinets of natural history to provide, and will open the departments for instruction as fast as the people of Iowa will furnish students to be instructed. They have framed it for a higher institution of learning, and when the sciences and their applications come to be fairly required, they intend to be fully prepared to meet that requirement.

But while framed to furnish the loftiest style of culture it can also adapt itself to the lowest by its rejection of college classes and its adoption of independent departments; it is enabled to furnish to the student just what instruction he requires without, at the same time, compelling him to receive much that he does not want. Ordinary colleges, by rendering classical attainments necessary to the entrance of the student, exclude many who design to fit themselves for the common pursuits of life from their halls of learning. To this large class those departments of the university which require no previous classical attainment offer a ready admission and afford facilities for instruction. The trustees, therefore, deem themselves fortunate in having adopted an organization which, while it offers to college graduates a scientific course of instruction which they can not there obtain, can at the same time furnish to those excluded from college halls the means of perfecting themselves in farming, mechanical, commercial, and other ordinary pursuits of life.¹

All this seemed (to the present writer when, in the autumn of 1856, he was spending his first day in Iowa in the recitation rooms of the university) somewhat rose-colored. His note then was: "The State university consists of 66 children in the common branches." The catalogue for that year (the first published by the university) indicated the total attendance as 124, 83 gentlemen and 41 ladies, of whom 65 were in the preparatory department, 40 in the normal. Twenty-six studied ancient languages; 18, modern; 10, mental philosophy; 31, mathematics, and 41, natural philosophy. The students most advanced were mere beginners in the higher branches.

The year 1857-'58 was an eventful one for the university.

(1) The constitution of 1857 then became the supreme law of the State, and the capitol at Iowa City, with a temporary exception of the United States Supreme Court rooms, passed into the hands of the University trustees for university use.

(2) The faculty (excepting the chancellor) united in an able memorial to the legislature, asking for special appropriations for the university. They urged that the old capitol should be repaired, a new building for dormitories and boarding hall erected, and a liberal appropriation made for libraries, apparatus, and cabinets.

¹ Circular for 1856-'57, pp. 12-15.

To that appeal the legislature responded by appropriating \$3,000 for repairs and \$10,000 for a boarding hall.¹

Other points in that memorial are of historic value, the following paragraph especially:

It has been said that the university is only a city school. Owing to the difficulties with which it has had to contend, its sphere of usefulness has indeed been contracted, and we now memorialize the legislature to recognize it as the State university in fact as well as in name and aid us to enlarge the circle of its usefulness and extend its advantages to the citizens of every town in Iowa.

The State university should not be the rival of the colleges, but should aid and prepare professors for colleges, as normal schools prepare teachers for common schools. While we need several colleges and appreciate their usefulness, we need but one university. The State alone is able to support such a university and furnish it with means of instruction beyond the resources of colleges. Such an institution would save the necessity of sending our young men to sister States and across the Atlantic to acquire that knowledge which the poverty of our own State institution denies them at home.

Allow us to invite the attention of our legislators to the following important facts: First, to the large capital invested in the commerce of our country, and yet no provision is made by our leading colleges and universities for giving our young men a sound commercial education; secondly, to the heavy and increasing capital invested in railways, which are already seeking various routes across the continent, and yet the West has no school for educating civil engineers and preparing them to give a judicious direction to all this moneyed capital; thirdly, to the wealth of our country in mines and to its poverty in mining schools; lastly, and more important than all the others, to the vast wealth in the fertile soil of our State, and yet no provision has been made for the education of our young farmers in the various branches of forestry and agriculture.

(3) The general assembly created thirty-six scholarships in the university for the benefit of thirty-six young men who were to be selected from the high schools of the State and to be educated without charge for tuition on promising to teach in some school of the State for a term equal to the time during which they should enjoy the benefit of those scholarships.

(4) A new board of trustees was chosen. Its *ex officio* members were Chancellor Dean, Governor Ralph P. Lowe, and Superintendent Maturin L. Fisher; the others were Lauren Dewey, of Henry County; Edgar Wright, of Cedar; William Burris, of Scott; W. F. Brannan, of Muscatine; E. C. Lyon, Morgan Reno, Hugh D. Downey, and W. H. Barris, of Johnson; Lincoln Clark, of Dubuque; J. B. Grinnell, of Poweshiek; George W. Drake, of Mahaska; and William P. Davis, of Polk.

(5) At the meeting of the board, April 27, 1858, Chancellor Dean recommended that all further instruction should be suspended until the income of the university fund should be sufficient to pay current expenses. The board of trustees voted to discontinue instruction at the close of the academic year and to discharge all the faculty at that time. They also voted to exclude females from the university after the close of the

¹The building which was erected in consequence of this appropriation was used for a time as a boarding hall, but is now devoted to society halls, recitation rooms, etc., and known as the South Hall.

current term a vote which excluded no one, for the same board reversed their own action as to the normal department at their meeting in August following, and the board of education opened the entire institution to the youth of the State, of both sexes, the next December. Since that time some teaching monk in the university may possibly have sought to annoy "the girls," but no trustee, regent, or legislator has attempted to exclude them.

(6) The total number of students in attendance during 1857-'58, according to the reports of the faculty, was 125, of whom 76 were connected, more or less, with the preparatory department, and 56 with the normal. Forty were enrolled in the department of ancient languages, 20 in modern languages, 41 in mathematics, 53 in natural philosophy, and 16 in chemistry.

(7) The faculty felt called upon to allude again, and at this time in their annual report to the trustees, to the localities from which their students came. They did this as follows:

It ought to be stated in this connection, as a matter of interest bearing on the future prosperity of the university, that during the last year some eight or ten families from different parts of the State have removed to this place for the express, perhaps the sole, purpose of enjoying the privileges of the university. This statement, moreover, may be taken as evidence that, although the students thus far in connection with the university appear to have been chiefly from Iowa City and vicinity, yet in reality quite a number of them have hailed from a distance.

"Chiefly from Iowa City," is a very moderate statement. Of the 124 named in the first catalogue and of the 107 (all who are mentioned in any discoverable lists) for 1857-'58, only about 6 per cent were enrolled as from outside of Johnson County and only about 12 per cent were from beyond Iowa City. That the university then—and for years afterward—should be called the Johnson County High School, was not in the least unnatural. Nevertheless, what was true of the university at that time in this respect was also true of all kindred Iowa institutions. Very few young people could then leave incipient towns and opening farms to attend a college too far away for them to board at home.

(8) The first degrees given by the university were then conferred, the honorary degree of A. B. on Prof. D. Franklin Wells and the degree of B. S. on Dexter Edson Smith, the first graduate from a collegiate course in the university. Levi Parker Aylworth, Cellina H. Aylworth, Elizabeth S. Humphrey, Annie A. Pinney, and Sylvia M. Thompson were then the first graduates from the normal department and received the first normal diplomas.

(9) Chancellor Dean resigned at or soon after the close of the academical year, 1857-58. Chancellor Dean visited Iowa three times in the service of the university, but did no teaching in it. A master of details and a skillful system-builder, he was the author of its first plan of organization. His advice was sought by the board of trustees and was potential with them, though not always controlling. He aided them also in purchasing the library, in preparing and distributing cir-

culars, and attempted to secure an additional land grant for the university. Nevertheless, his faculty seemed at times insufficiently mindful of his position, and the trend of Iowa thought was more manifestly toward coeducation than was his own. His retiring disposition and growing interest in historical studies, led him to resign the chancellorship and soon after to leave his chair of medical jurisprudence in the Medical College in Albany. He published *Lectures on Political Economy* in 1835, *The Philosophy of Human Life* in 1839, and *Principles of Medical Jurisprudence* in 1854; but the colossal work of his life, to which he devoted thirty-three years, the *History of Civilization*, in seven octavo volumes, was not permitted to go to press till after his death.

For all his eminent service to the university, though entitled by the vote of the trustees to much more, he accepted only the pittance of \$500.¹

THE NORMAL PERIOD, 1858-'60.

The vote of the trustees on April 27, 1858, to close the university was followed by another on August 4 to reopen the normal department.

THE NORMAL ELEMENT A PRIMAL IDEA IN THE UNIVERSITY PLAN.

The plan for a university was maturing slowly and at a time when the need of trained teachers was felt in Iowa most impressively and most universally. Consequently normal instruction, and that alone, was specifically provided for in the act of 1847, which established the university. Two of its sections are as follows:

SEC. 6. That whenever, in the opinion of the superintendent of public instruction, it is necessary, a professorship for the education of teachers of common schools may be instituted in such manner as in the opinion of said superintendent will best promote the interests of common schools throughout the State.

SEC. 11. That the grants and donations herein made are upon the express condition that the said university shall, so soon as it shall be in the enjoyment of revenue from the said grant and donations at the rate of \$2,000 per annum, commence and continue the instruction, free of charge, of 50 students annually, in the theory and practice of teaching, as well as in such branches of learning as shall be deemed best calculated for the preparation of said students for the business of common school teaching.

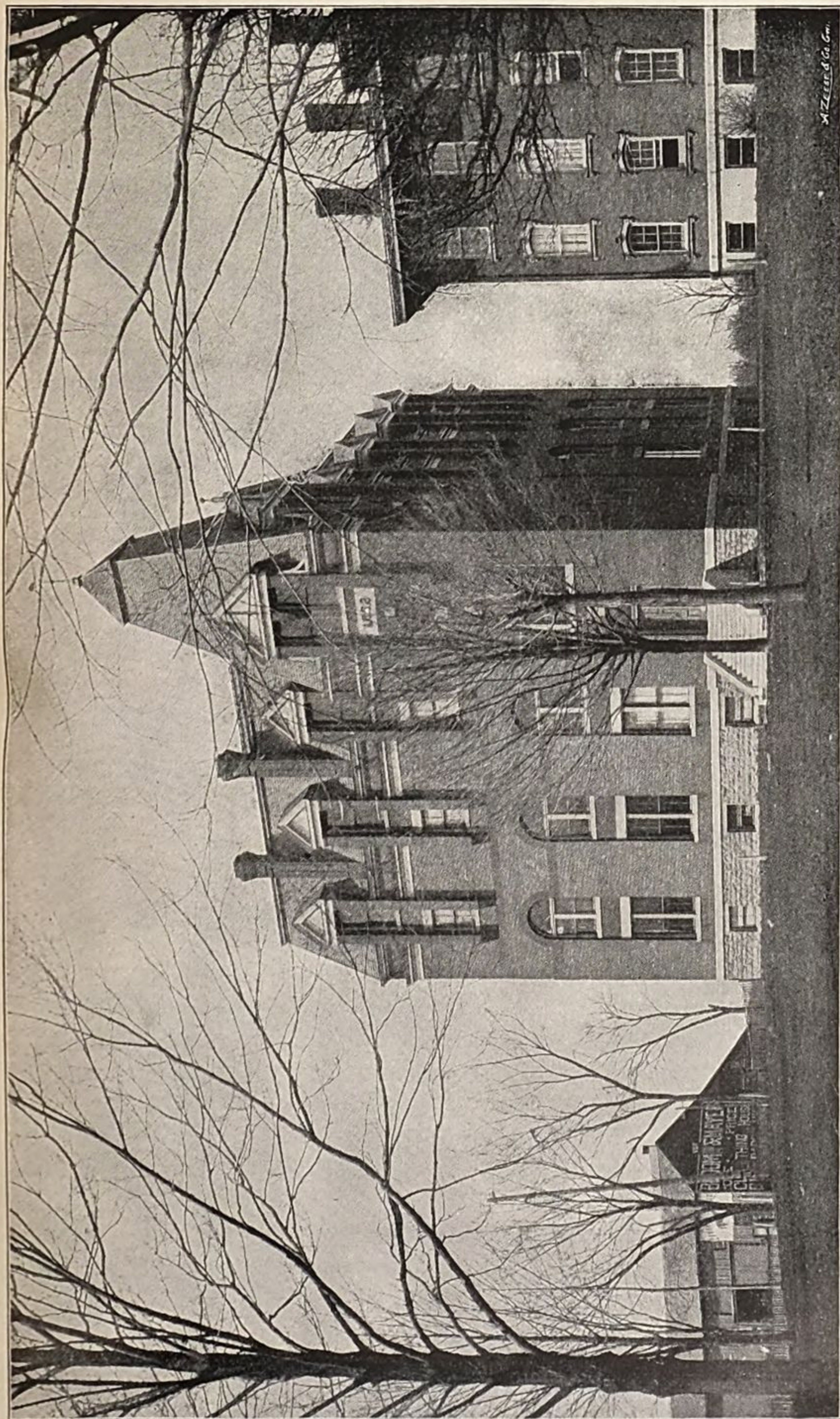
Then, too, the law of 1858 (unconstitutional as it was), which created thirty-six normal scholarships in the university, indicated the purpose of the legislature to make earliest provision for the teaching of teachers.

The vote to reopen the normal department was in accordance with a popular demand, no less than in harmony with the general desire of the lawmakers.

THE NORMAL DEPARTMENT, 1858-'59.

A circular was issued announcing the plans for the normal department under the charge of Prof. D. Franklin Wells. It bore the tinge

¹ *Encyclopædia Americana*, II, p. 574, Col. Benton's address, pp. 38-55., *Iowa Normal Monthly*, XII, 287, 288, 293, 294, 314.



M. Z. Lee & Co. 6m.

STATE UNIVERSITY OF IOWA—MEDICAL BUILDING.

of Prof. Wells's vigor and exactness. The following is a quotation from it:

- (1) Both males and females will be admitted.
- (2) The instruction will be gratuitous, but each student will pay \$2 at the beginning of each term as an entrance fee.
- (3) Applicants must be, if females, at least 15, and if males, at least 17, years of age; but the professor of the department may, at his discretion, admit at a less age, when sufficient maturity of mind and proficiency in study are manifested.
- (4) Candidates for admission will be required to sustain an examination in reading, spelling, penmanship, elementary grammar, geography, and arithmetic through compound numbers and vulgar fractions.
- (5) All pupils, on their admission to the normal department, will be expected to sign a declaration of their intention to teach in schools of the State, as follows:

"We, the subscribers, do hereby declare that it is our intention to devote ourselves to the business of teaching in the schools of this State, and that our object in resorting to the normal department of the university is better to prepare ourselves for the discharge of this important duty."

The normal diploma, given at graduation from the normal course, had just been made by the legislature satisfactory legal evidence of the possessor's fitness to teach, and without the certificate of a county superintendent.

The new board of trustees created by the board of education passed the following resolution:

Resolved, That we request each county superintendent in this State to recommend two persons in his county, of the requisite qualifications, for admission to the normal department of the State university, and that the professor of that department be instructed to admit such persons in preference to any others; and that persons so recommended shall be admitted without any entrance fee.¹

The board found in February, 1859, only \$1,239 available for the current expenses of the institution, though \$9,730 more was due, but in the extreme prostration of all business was then noncollectible. It was clearly unwise to reopen the collegiate department of the university, and apparently impossible to continue the normal work.

The commencement of 1859, however, showed that the buildings were in better condition than ever before; that Prof. Wells and his assistant (Miss Lavinia Davis) had done excellent work; that the students were enthusiastic, and that the teachers were willing to assume some financial risks. The business sky was less leaden; the trustees decided to continue the department, and authorized the enlargement of its facilities if it could be done without involving the university treasury.

Theodore S. Parvin resigned his trusteeship and was elected curator of the cabinet of natural history and librarian. His work was greatly needed in enlarging and classifying the growing cabinet and in caring for the library. Under his supervision the library (of 484 volumes) and the cabinet began to have definite "habitations" and a growing "name." He accepted the added duties of a full professorship in 1860 and dis-

¹ That provision for the normal department and a similar one somewhat later (in 1861) for free tuition to two county representatives in the university proper attracted public attention and materially widened the area of university representation.

charged them till 1869, when he resigned. Few men have the ability of Prof. Parvin to drop into such a niche, with somewhat miscellaneous duties, and to lay foundations worthy of such historic honor as he did during that time.

The academic year 1859-'60 opened under most favorable auspices. Prof. Wells originated a model school, employed Mrs. M. A. McGonegal to take charge of it, and made it self-supporting. Facetious writers called it "the trundle-bed department," but the "trundle-bed" paid in all respects as a "practice school" for normal students, no less than financially.

Though the work of the department had been broadened in 1859-'60 the number of graduates in 1860 was 6, the same as in 1859, and the total number of students was 89 as against the 90 of the previous year.

The evil effects of the financial panic of 1857 were so mitigated that the trustees in October, 1859, determined to reopen the collegiate department of the university in 1860, and Silas Totten, D. D., LL. D., formerly president of Trinity College, Connecticut, was elected president of the university.

PRESIDENT TOTTEN'S ADMINISTRATION, 1860-'62.

THE UNIVERSITY REORGANIZED JUNE 28, 1860.

Dr. Totten had already laid his scheme for reorganization before the general assembly of the State, and on presenting it to the board of trustees at the commencement in 1860 it was adopted. Six departments were provided for, viz: (1) Moral and intellectual philosophy and belles-lettres; (2) history and political economy; (3) ancient and modern languages; (4) mathematics and astronomy; (5) chemistry and natural philosophy; (6) natural history.

The normal department was placed under the exclusive control of the principal, Prof. Wells, but was continued so only for a single year, when it was placed under the supervision of the general faculty.

Students who represented counties were charged no tuition. Normal students paid \$5 a term, while those in collegiate studies paid \$4 a term for each class which they entered.

Any student who obtained certificates of proficiency in the studies of any ten classes was entitled to the degree of bachelor of science; in fourteen classes to the degree of bachelor of arts, and in eighteen classes to the degree of master of arts. The student was not restricted to any class or classes, department or departments. His proficiency, mental capacity, and the requisite time were the only tests in this particular.

The plan also embraced a regular course of four years, consisting of the freshman, sophomore, junior, and senior classes, thus combining the two systems of organization—departments and classes—and certificates of proficiency were awarded in the latter, as well as in the classes

of the former. Any student who completed this course was entitled to the degree of Bachelor of Arts.¹

THE NEW FACULTY.

The faculty as now constituted consisted of Dr. Totten as president and professor of the first department; Oliver M. Spencer, A. M., professor of the third department; Nathan R. Leonard, A. M., professor of the fourth department; James Lillie, M. D., D. D., professor of the fifth department,² and Theodore S. Parvin, A. M., LL. B., curator and librarian, and acting professor of the sixth department. D. Franklin Wells, A. B., was elected principal of the normal department, and Miss Lavinia Davis, assistant; Mrs. M. A. McGonegal, principal of the model school; and P. J. Whipple, instructor in vocal music.

The academic year 1860-61 was no less noteworthy in the annals of Iowa colleges than in the history of the nation. On September 19, 1860, was the beginning of continuous teaching in the collegiate department of the university, yet it is probable that the board of trustees would not have reopened the university at that time if they had possessed the gift of prophecy. The civil war convulsed all business circles, dissipated educational thought, and attracted many from student life into military service. Nevertheless, 172 (exclusive of those in the model school) entered the university, 31 being in the preparatory department and 121 in the normal. There were only 3 students, however, in the first department of the university proper, 4 in the third, 15 in the fourth, and 9 in the fifth. Twenty-four in the preparatory department were commencing the study of ancient languages.

The year 1861-62 was the last of Dr. Totten's administration. The library had increased to 1,500 volumes, and an appropriation of \$600 was made for further increase; the sum of \$340 also was set apart for mineralogical specimens, and another of \$1,600 for philosophical and chemical apparatus—a sudden leap into luxury! The faculty began to beg the board of education and general assembly for such things as a professorship of military tactics and civil engineering, and to think about gymnastics. The lawmakers responded very favorably, *i. e.*, “as soon as the income of the university shall permit.”

During this year 254 students were in attendance; 118 males and 136 females, of whom 129 were normal and 104 preparatories. Nine normals had graduated in 1861, 4 of whom were “males,” while 13 took diplomas in 1862 and only 5 were gentlemen.

But little is said about the resignation of Dr. Totten, yet it is known that his salary was materially reduced and that there was a widespread suspicion that he was “disloyal.” Associates of his in the faculty, however, insist that he was greatly misrepresented and radically mis-

¹Col. Benton's University Address, pp. 59-60.

²Professors Lillie and Spencer subsequently exchanged departments.

understood. They cherish his memory with affection and remember his work with honor. He was certainly a rare gentleman.

Prof. Spencer was transferred to the presidency

DR. OLIVER M. SPENCER'S PRESIDENCY, 1862-'67.

The year 1862-'63 is memorable. (1) There were 288 students enrolled, 87 more ladies than gentlemen. (2) At commencement the first A. B. degrees of the University were conferred *pro merito* on Charles E. Borland, Rush Emory, and Nettie M. Hart. Then, too, after a lapse of five years a second B. S. degree was given, and Ben W. Clark received it. (3) Tuition fees (except for music) were abolished, and a matriculation fee of \$5 a term was required. (4) President Spencer tendered his resignation, but the board refused to accept it.

PRESIDENT SPENCER'S FACULTY, 1863-'64.

The changes made in the faculty and general scope of instruction is indicated sufficiently by the list of University teachers in 1863-'64 and their work. President Spencer was professor of moral and intellectual philosophy and of chemistry and natural philosophy; Joseph T. Robert, LL. D., of ancient and modern languages; Nathan R. Leonard, A. M., of mathematics and astronomy; Theodore S. Parvin, A. M., LL. B., of natural history and acting principal of the preparatory department; Gustavus Hinrichs, C. P., assistant professor of chemistry and natural philosophy, and teacher of modern languages; and D. Franklin Wells, A. B., of the theory and practice of teaching. Charles A. Borland, A. B., was tutor; Miss Lavinia Davis, preceptress in the normal department; Miss S. Louisa Brainerd, assistant teacher in the normal and preparatory departments; Miss Jessie M. Bowen, assistant teacher in the normal department; O. C. Isbell, teacher of vocal and instrumental music; E. R. White, of gymnastics, and Mrs. Amelia C. Traer, principal of the model school.

THE AGRICULTURAL COLLEGE WOODED, BUT NOT WON.

Congress made a special appropriation—a grant of land—in 1862 for the establishment of agricultural colleges in the different States. The trustees and special friends of the university believed it would be best for their institution and for the prospective agricultural college to unite the two. An effort in this direction was commenced in 1863, and the university trustees asked the general assembly for money to open an agricultural department, and that the Congressional grant for industrial instruction should be utilized for its support. The advocates of this measure urged that this union would obviate the necessity of much needless duplication of classes and make a greater specialization of work by the professors possible. All this was obviously true; nevertheless, it was believed that such a union would be only moderately useful to the material industries, inasmuch as some students while

planning to engage in manual labor would be likely to be drawn over into the more general scientific or literary courses, and thus into the professions. Local interests had influence, also, and the university wooing did not win an agricultural department.¹

THE UNIVERSITY AND THE CIVIL WAR.

The university was probably most fully represented in the Union Army in 1864, when, of its 432 students, only 177 were young men, and when Tutor Charles E. Borland was granted leave of absence to serve as captain with the hundred days' volunteers. In speaking of those student soldiers at the reunion of the Twenty-second Iowa Infantry in 1886 at Iowa City, A. E. Swisher, esq., said:

From a careful compilation of the records I find that there were at least 124 boys enlisted in the different regiments who were students of the university at the time of enlistment. I would be glad to mention the names of all these, as each and all of them were brave and heroic soldiers; but time will not permit, and I mention only a few: T. S. Bailey, than whose no life is purer, with one empty sleeve, has been and still is doing the best work for the State and humanity; Capt. C. E. Borland was afterward an instructor in the University; W. W. Baldwin, who has attained eminent success and is one of the leading men of the State; S. Kirkwood Clark, son of our townsman, Ezekiel Clark, a brave and true boy, died of disease contracted in the ranks; D. J. Davis, county superintendent of this county, was killed at Winchester; C. E. Howe, who has attained success as a minister; R. L. Hoxie, captain in the regular Army, and we are glad to have him and his excellent wife with us as guests; Nicholas Messinger, one of the bravest men who ever lived, and one of the few who scaled the walls in that bloody charge at Vicksburg—God bless Nick Messinger; if it was in our power we would make you as strong physically as you were then, and as you now are mentally and morally; G. A. Remley, brave, noble, true soldier, was killed at Winchester; John W. Porter, our beloved townsman, whose whole life was full of cheer and noble deeds; D. K. Trine, who was at the side of Messinger in that bloody charge at Vicksburg; and the last I shall mention, T. S. Wright, who has attained great success as one of the most efficient and trusted members of the board of regents of the institution he helped to defend.

The university is proud of her student soldiers, and they in turn are its best supporters. Of all the men and women who have gone out from this institution, there are none who have earned the gratitude and consideration as have this band of 124 men.²

EX-SOLDIERS IN THE UNIVERSITY.

Iowa soldiers, as they returned to the State in 1865, were made specially welcome by university officers. The trustees offered free tuition to all who had enlisted for three years or during the war and had been honorably discharged, and to all who had been disabled in the service, as also to all the orphan children of the soldiers. At the first opportunity no less than 55 availed themselves of this liberal offer.

¹The term "department" in university history, as applied to the university proper, before President Spencer's administration, usually signified nothing more than chair. After 1865, as used in university circles, it commonly means a group of chairs, as in the law, medical, or dental department.

²Proceedings of the Twenty-second Regiment Iowa Volunteers, at First Reunion, pp. 52-53.

PROGRESS BACKWARD AND FORWARD IN 1865.

A marked advance in both directions was made by the board of trustees in 1865. The backward movement was to the old-fashioned and well-approved system of college organization by classes, in place of departments, and forward to a wiser and higher standard of admission and graduation. Before that time a student could become a bachelor of science without a particle of knowledge of any one of the natural sciences, or a bachelor of arts without knowing a letter of Greek or a word of Latin. As late, indeed, as 1876 a student obtained his classical degree in regular order and soon after began to regret that it represented no Greek.

At this time the work of the Normal Department was advanced, its course shortened from three years to two, and its lower branches were transferred to the Preparatory Department.

PRESIDENT SPENCER IN EUROPE, AND RESIGNS.

Early in 1866 President Spencer asked and was granted leave of absence for fifteen months for European travel, expecting to serve the university while abroad and to improve his health. He resigned his presidency the next year and never resumed his home work in the university. In accepting his resignation the trustees made the following appreciative expression:

It is but just here to acknowledge the faithfulness and ability with which Dr. Spencer discharged the arduous duties of the presidency. A man of courteous manners, scholarly habits, and a high-toned enthusiasm, he contributed in an unusual degree to make the university a blessing and an honor to the State.

Since that time he has rendered the country eminent service as a consul at Genoa and elsewhere. He has also made many able contributions to American magazines on historical, political, and antiquarian topics, while he has added greatly to the profit and pleasure of American tourists who have been within the reach of his generous kindness.

PROF. N. R. LEONARD, ACTING PRESIDENT, 1866-'68.

When President Spencer left the university, the senior professor, Mr. N. R. Leonard, was made acting president.

THE PROFESSORSHIP OF THE NORMAL DEPARTMENT VACANT.

At commencement, 1856, the trustees surprised the students and the general public by declaring the professorship of the normal department vacant. There was little reason for the action that was obvious, and none was ever given that was altogether satisfactory to the patrons of the university. It was even said to be the blow of a wayward schoolgirl, whose dislike had been carried forward into married life, where she found an able and a successful ally.

THE FACULTY TO BE EMPLOYED BY THE YEAR.

Col. Benton says:

A rule was also adopted at this meeting [in 1866] making it the duty of the board at all subsequent annual meetings to vote upon the question of continuing the respective members of the faculty in office.¹

That unique rule seems to have been adopted to make decapitation easy for the trustees and easier for the members of the faculty. But it appears to have been remembered only for a single year. It is only now and then that a regent, in later years, approves of such a scheme.

THE NORTH HALL, OR CHAPEL, COMPLETED IN 1866.

The general assembly in 1864 appropriated \$20,000 for a building to serve the complex purpose of chapel, chemical laboratory, and astronomical observatory. The plan was soon limited to the first two objects, and even then, when completed, cost over \$22,000. It has been used for the purposes intended, and in later years the old chapel room has served for chapel, library, and reading room.

For this building the first important donations to the university by private parties were made, viz, 680 acres of land by citizens of Iowa City, and building material worth about \$3,000 by the city corporation.²

THE PREPARATORY DEPARTMENT ELEVATED.

In 1867 the preparatory department was limited to its two upper classes. The total attendance in that department declined nearly 50 per cent the following year, but without detriment to the university. The low-grade students thus excluded were almost entirely from Johnson County.

THE FACULTY AND THEIR WORK IN 1867.

The attendance in 1867 dropped down in the normal department from 99 to 62, and the entire enrollment from 668 to 640, of whom 48 were freshmen, 20 sophomores, 6 juniors, and 5 seniors, or a total of 79 in the college classes.

Col. Benton notices the details of the faculty organization and the work of instruction as follows:

In view of the rule adopted at the last annual meeting [and by request], the members of the faculty placed their resignations in the hands of the board. Profs. Leonard, Parvin, Hinrichs, and Eggert were continued in office, and Amos N. Currier, A. M., of Pella, was elected to the professorship of ancient languages, made vacant by the resignation of Prof. Robert. Prof. Leonard was continued as president *pro tempore*, at a salary of \$1,800, and was allowed \$200 additional pay for the previous year. The department of modern languages was raised to a full professorship, and the

¹Hon. Thomas H. Benton, jr., address at commencement in 1867, p. 82.

²President Slagle's report, in Iowa School Report for 1876-'77, p. 17; Col. Benton's address, pp. 73, 74, 76-79.

same salary allowed as in case of other professors—\$1,400—and political economy was added to the studies embraced in it. S. S. Howell, A. M., was elected principal of the preparatory department; S. E. McKee, A. M., was elected tutor, at a salary of \$1,000; Miss Lavinia Davis, Miss Ellen A. Moore, A. B., Miss Emma Brown, and Miss Celia A. Moore were elected assistant teachers in the preparatory department. The gymnasium was discontinued. The salary of the president was fixed at \$2,000, to take effect when the vacancy was filled. Leonard F. Parker, A. M.—subsequently professor of the Greek language and literature—was unanimously elected to the professorship of the normal department, but declined the position. At a special meeting, held August 27, 1867, this department was filled by the election of Stephen N. Fellows, A. M. The board were so well satisfied with the administration of Acting President Leonard that they determined not to fill the vacancy in the presidency, but to take further time for the selection of a suitable person for the office.

The faculty at the commencement of the next [fall] term consisted of Nathan R. Leonard, A. M., president *pro tempore*, and professor of mathematics and astronomy; Theodore S. Parvin, A. M., LL. B., professor of natural history; Gustavus Hinrichs, C. P., professor of natural philosophy and chemistry; Charles A. Eggert, A. M., professor of modern languages and literature; Amos N. Currier, A. M., professor of Latin and Greek languages and literature; and Stephen N. Fellows, A. M., professor of didactics. Preparatory department—S. S. Howell, A. M., principal, and Miss Lavinia Davis, Miss Ellen A. Moore, A. B., Miss Emma Brown, and Miss Celia A. Moore, assistants; S. E. McKee, A. M., tutor; Henry S. Perkins, B. M., professor of vocal culture, harmony, and composition; A. T. Smith, teacher of instrumental music.

THE DEAD LANGUAGES RESUSCITATED.

The circumstances of the students and of the university itself made enthusiasm for the ancient languages almost impossible at any time before the close of the civil war. They demanded too many years, seemed to touch daily life at too few points; other studies were deemed more practical. The A. B. degree was most esteemed, but it could be obtained in the university without giving much time to the dead languages. The natural and physical sciences were marvelously interesting, even to one who could only give them a single term's study. They were rich in surprises, even without special illustrative material, and still richer with every added piece of apparatus. Trustees could see this at a single glance when they visited the institution. They did see it, and acted with commendable energy in giving facilities for scientific instruction.

The modern languages abounded in the intellectual treasures of modern life, were seen to be exceedingly useful to specialists in science, and might be helpful in business. They were taught in the university, and by enthusiastic Germans. It was easy for the German to become popular in Iowa City; not quite so easy for the French.

The ancient classics began to win a more general and absorbing interest about the time of the reorganization of the faculty in 1867. The professor of ancient languages was no fossil, and it was not strange that his studies should not seem fossiliferous.

THE PRESIDENCY OF JAMES BLACK, D. D., 1868-'70.

Dr. Black came to the presidency of the university from the vice-presidency of Washington and Jefferson College, Pennsylvania. During his term the expansion of the university into professional departments began,¹ the law department being opened in 1868, and the medical a few weeks after he resigned.

THE LAW DEPARTMENT STRENGTHENS THE COLLEGIATE.

The law department was created by transferring the Iowa Law School from Des Moines, where it had been maintained three years, to Iowa City. Under the direction of Hon. William G. Hammond, LL. D., it rose rapidly in influence and in public favor. In the language of the legislative visiting committee in 1870, it "added new strength to the university by widening the sphere of its influence and usefulness and by increasing the number of its active friends." It did more than that committee mentioned, by bringing Chancellor Hammond into university circles. He was, perhaps unconsciously, a constant stimulus to literary courses and to literary pursuits. Philosophic by nature, a scholar and a constant student in belles-lettres as well as in law, his lectures in his department were made popular by his wide information and his genial appreciation of all human knowledge. The law students then admired language and history and deemed them useful in their profession. Culture studies became to them more than words and phrases. The spirit of the law department aided in making belles-lettres studies more popular among the collegiates and in creating a demand there for more language, more literature, and more history.

DR. BLACK'S CHARACTERISTICS.

Dr. Black's students remember him as an easy, colloquial speaker, who seemed to be thinking his own way around and through his subject rather than presenting sharply-defined and long-cherished opinions. He was very popular among them, for he was very affable in personal intercourse, gentle in discipline, and remembered their names, their faces, and incidents in their history with marvelous facility. It is said that he was accustomed to call their names (as given him by the registrar) in the chapel at the opening of the term, requiring each one to rise as he was called. The glance then given at each face enabled him to salute every student by name when they next met. He made constant use of that ability, and with happiest results. He addressed them by their own names, or by the names of their places of residence, and made frequent allusions to what they had said or done, or were personally hoping to do.

¹ There may be a question whether the normal department should, or should not, be called professional.

THE PRESIDENCY OF GEORGE THACHER, D. D., 1871-'77.

Dr. Thacher came to the university directly from the pulpit, was unaccustomed to semipolitical life, and unable to lead men without their consciousness of his leadership. He was in the habit of clear thought and forcible speech. His conception of the sphere of a university was set forth in his inaugural approximately as given in the following extracts from it:

Whatsoever truly enlarges and illumines the mind; whatsoever disciplines and perfects its several faculties; whatsoever enriches thought, refines the taste, or cultivates the imagination; whatsoever elevates man as a rational being and extends the area of his thoughts—all this and everything besides that may be included in the highest and broadest culture, is essential to the realization of any true and lofty conception of human well being.

Therefore, the man of culture is not satisfied with merely so much of intellectual discipline and acquisition as may be utilized for the purposes of life in its external activities and relations. Money is not his standard of value; use is not in his view the ultimate end of learning; ideas he esteems above gold; knowledge he regards as wealth of a higher quality than real estate. * * *

Culture, then, viewed as consisting of the two ingredients, mental discipline and mental enlightenment, is of the greatest value to individuals and society. * * * The plan of the American College corresponds with remarkable exactness to the idea of culture which has just been given. Its one comprehensive object is to assist the student in laying a broad and solid foundation on which he may proceed with the work of self-education in any or every direction after his connection with the college or university shall have closed. * * *

But exactly what is to be this academical course? Chiefly study, of the ancient classics, of the modern languages, of mathematics, of natural, physical, and political science, of philosophy, and English literatures; each to be adjusted to the others in such proportions that the effect of the whole curriculum shall be as nearly as possible, not a one-sided, but a symmetrical and well-balanced education. * * *

The time is fast coming when the recent loud outcry against the required study of Latin and Greek in our colleges will seem too absurd and even ludicrous ever to have been sincere. * * *

In respect of scientific and other studies before named as forming parts of an undergraduate course, since there has never been a doubt expressed in regard to their propriety and necessity, no consideration of them here is required. * * *

One will not be led far astray from the truth on being told that a man has been born into the world, for he understands full well that the new comer is a man only potentially and prospectively. Ours, gentlemen, is an infant university, but still a university. * * *

Modeled in its general plan after the renowned colleges of New England, it has, like them, an academical department, the trunk of the tree on which there has been engrafted already three additional schools, living, healthy, fruit-bearing branches. * * *

I would have you believe with me that intellect is not the divinest attribute of the soul. * * * The capacity for character is a nobler property than the power of thought.

His administration was made historic by the modification of the normal department, the expansion of the collegiate curriculum, steps toward the unification of the school system, and by the Iowa discussion of Grant's Des Moines speech.

THE NORMAL DEPARTMENT.

It has been noticed already that the normal department was begun as a low-grade normal school. The times demanded such instruction at the university in 1855 and ten or twelve years later. At that time the State neither made provision for any higher normal course nor planned to do so. The interests of the university and of the public schools alike compelled the elevation of the standard in the normal as truly as in the collegiate classes. The most elementary normal teaching was omitted, and the model school, having ceased to be useful, was suspended. For a time the work of the normal department was not low enough for the lowest teachers, nor high enough for the best principals and superintendents of graded and high schools.

A popular demand arose for more elementary normal instruction and found expression in institutes and in the State Teachers' Association. The professor of the normal department was made chairman of a committee on this subject by the State Teachers' Association. His report was made to that body in August, 1869, and its essential elements were presented in the following paragraph:

Your committee would suggest as the university is at the head of the free schools, so the normal department should be the recognized head of the normal schools of the State; that there be established, also, from year to year such a number of normal schools as the wants of the State may require; that these normal schools be properly distributed throughout the State; that they all be of the same grade, each having a limited course of study and furnished with all the facilities of a training school, where teachers in large numbers may be gathered and receive preparation for teaching in the primary grades and in the common or district schools of the State. The normal department should have a more extended course of study and facilities for a more complete scientific and professional training; so that even graduates of the elementary normal schools may, if they desire, attend the university, and in the normal and other departments pursue a more extended course of reading, study, and lectures, professional and scientific, and receive a certificate or diploma corresponding to their proficiency.¹

That report was unanimously adopted by the association, but the teachers were in advance of the legislature. The plan of Prof. Fellows was presented also, in substance, to the National Normal Association, at Cleveland, in 1870, and adopted by that body. Prof. Fellows himself urged upon the board of regents and the State legislature of 1872 the importance of a prompt transference of "all elementary normal training" to separate normal schools and of "reserving only to the university the higher normal work." He urged the two following reasons for this action:

First, the university can never realize its high aims by doing such elementary work. Elementary normal training, if carried forward successfully, would require the reorganization of classes for drill in the common English branches, the reestablishment of a model or training school, and the addition of all the apparatus and appliances of such schools in other States. This for the university would be going backward rather than forward.

¹ President Thacher's Report to the Board of Regents, 1871, pp. 119, 120.

My second reason is the imperative demand there is throughout the State for elementary normal training, together with the fact that to some extent this department is a bar to the establishment of normal schools. Of the 12,000 teachers in Iowa, as near as we can ascertain, 60 per cent hold third-grade certificates and 94 per cent are without normal training. In elementary schools we have the great majority of ignorant and unskilled teachers, and from these schools the university must for some time to come receive nearly all its students. The supreme importance, therefore, not only to the State but also to the university, of having this elementary work rightly done can be scarcely appreciated.

For these and other reasons that might be given I recommend that the friends of the university join with the educators of Iowa in urging the legislature at its coming session to establish normal schools throughout the State, securing an organic connection between said normal schools and this department, and that the normal instruction hereafter given be such and such only as is appropriate to an institution of the highest grade.¹

President Thacher indorsed the plan in his report to the regents for 1869-'71.² He said:

The communication of Prof. Fellows presents a problem which will require very serious attention at your next meeting, for it involves the relations of the normal department to the University, to the establishment of normal schools in other parts of the State, and to the most vital interests of our common-school system. Whether this department shall be continued or abandoned, and if continued in what form it shall be sustained, are questions on the settlement of which the most successful working of that system may be found largely to depend. Should it be deemed expedient to adopt the views of Prof. Fellows and a plan be matured by which the members of the senior class in our academical department could pursue at their option some of the higher branches of normal study, the University might be able to send forth from year to year a supply of teachers possessed of rare qualifications for the government and instruction of our high schools and academies, already one of the most pressing educational wants of the people, and certain to become more and more pressing in proportion as the population, intelligence, and wealth of the State increase.

The change proposed was adopted and became a part of the important change in the collegiate curriculum in 1872.

The next catalogue, that of 1872-'73, contained the following announcement:³

The design of this department hereafter will be to prepare teachers for advanced schools. Hence, only those academical seniors who intend to become teachers, and special students who may be qualified to be classed with them, will be allowed to pursue normal studies.

Of the graduates of the academical department during the last ten or twelve years a majority have for a longer or a shorter time been engaged in teaching. Since nearly all of these become teachers of teachers, and thus models for primary instructors, it is of the highest importance that they have a thorough preparation for the duties of the schoolroom.

It will be seen that the normal and academical departments have in the main coalesced. The reasons are obvious. Didactics, in the higher sense, is a liberal study. It includes the philosophy of mind, the laws of mental development, and all those branches of study and methods of instruction that are employed in general

¹ President Thacher's Report to the Regents, December 20, 1871, pp. 121, 122.

² On pp. 59, 60.

³ On pp. 46, 47.

education. * * * Such teachers need primarily accurate scholarship united with liberal culture. The instruction given in language, science, mathematics, and literature meets this demand. * * *

Those who complete the course in a satisfactory manner will, on receiving the degree of A. B., or B. PH., be entitled to a certified testimonial of qualifications as teachers, and, after two years of successful teaching, may receive the degree of Bachelor of Didactics.

THE RESULTS.

It was found in 1880 "that of the principals and superintendents of schools in Iowa receiving a salary of \$1,000 and upwards, 72 per cent. received their education in colleges and universities and 5 per cent. in the normal schools."¹ Yet the number of principals and superintendents educated at the university exceeded the number from all the [other] colleges and universities in Iowa. From 1875 to 1881 there were 137 students in those advanced classes in didactics, an average of over one-half the number in the senior classes.²

It is doubtless true that no chair in the university has been so influential as that of didactics in drawing students to the collegiate classes of the institution.

CHANGE OF CURRICULUM CONTEMPLATED.

After the organization of the collegiate department in 1865 in the usual form of classes and a four years' course, annual variations in the course of study of more or less importance continued to be made. When Dr. Thacher came to the presidency the "general plan" was given in the catalogue as follows:

The full course of instruction in the academical department occupies five years.³

During the first three years all the students who intend to complete this course will, with one exception, pursue the same studies and in the same order, dividing their time equally between literary and scientific studies.

The studies of the last two years are elective, and arranged under the heads of literary and scientific, constituting two courses of equal grade.

At the close of the sophomore year each student will elect one of these courses, and during every term of his junior and senior years will be required to pursue three studies, of which two at least must be from his elected course.

The degree of bachelor of arts will be conferred on every student who completes the literary course; that of bachelor of philosophy on every one completing the scientific course.⁴

The faculty inclined increasingly, in addition to making changes in the normal work, to provide for three distinct courses and three corresponding degrees in the collegiate department. The desire for the unification of the school system was also assuming form, and it was becoming a felt necessity that the required studies for admission to the freshman class should be such as the high schools could be induced to adopt.

¹ Education, I, p. 393.

² Education, I, p. 400.

³ It commenced among subfreshman studies.

⁴ University Catalogue of 1870-'71, pp. 26, 36.

AN OBSTACLE.

The greatest change demanded in the existing curriculum seemed to be in physics and chemistry; that is, in physical science, as the chair was named. These two branches were then required of all as one continuous study through the entire subfreshman and freshman years. The scientific students were permitted to carry them forward during their junior and senior years.

The professor in charge and his two assistants were delighted with the large classes they then had, with public notice and even transatlantic commendation. They reported classes for two years, as follows: In 1871-'72, 131 subfreshmen and 61 freshmen, while during each term there were three elective classes of juniors and seniors, numbering from 1 to 4 in each. In 1872-'73 in the two lower classes there were respectively 108 and 65, and in those made up of juniors and seniors there were from 1 to 8 in each, and 16 attended lectures on molecular sciences.¹

No man ever worked harder than Prof. Henrichs, the professor of physical science. He published *The Elements of Physics* and *The Elements of Chemistry*, and used them in his own laboratory. He worked diligently also on *The Elements of Cosmos*. He issued a science journal quarterly entitled *The School Laboratory of Physical Science*. Rossiter W. Raymond, United States commissioner of mining and editor of the *Engineering and Mining Journal*, welcomed these publications "as an earnest of a better era coming" in regard to science instruction.

Of the work done in those subfreshman and freshman years the editor of the *Scientific American* says:

This strikes us as the only sensible way in which to impart instruction in science, and after it has been practiced for one generation the condition of society will be found to have vastly improved. The best interests of education demand that we should begin at the bottom of the ladder, and not at the top.²

The editor of *Nature*, the scientific journal of England, wrote as follows:

By resolution of the board of regents in 1870, the Iowa State University has finally cut loose from the old college course. Only by this resolution placing the elements of physical science at the very beginning of the course, can instruction in science become thorough. For the first time the students in physical science have been offered facilities not too inferior to those they have for ten years enjoyed in other branches of learning.³

On the other hand the majority of the faculty had found that the methods employed in teaching physics and chemistry in the university were so unlike those used elsewhere that it was with difficulty that

¹President Thacher's Report to the Board of Regents, September 1873, pp. 47-48.

²Dr. Thacher's Report to the Regents of the State University, December 20, 1871, p. 113.

³Dr. Thacher's Report to the Regents of the State University, December 20, 1871, p. 115.

university students could obtain credit in other colleges for their work in physical science, and it was with equal difficulty that they could obtain credit in Iowa City for full work done at Yale or Harvard. What was more serious, perhaps, it was almost or quite impossible to induce Iowa high school teachers to adopt university methods in their physical-science classes. They believed also that while physical science was required of all students during the two antesophomore years, an injustice was done to other classes.

THE DISCUSSION OF 1872.

When this question of change in the curriculum was brought before the regents at commencement in 1872 it was scarcely possible that Prof. Henrichs and his most devoted friends should feel anything less than a sense of personal assault. Much that did not affect the merits of the case found its way into newspaper columns. On the one side and the other bitter charges were made, born only of excited emotion and partial knowledge. Moderate differences were magnified into antagonisms and discussions common enough in all groups of men engaged in one work were called "quarrels." Sharp and personal as the discussions were outside of the faculty, its members took little visible part in them, and those newspaper writers would have been surprised by the decorum and dignity of the meetings of the faculty. The newspapers soon found other topics for their columns. The faculty and regents completed their work.

THE CURRICULUM CHANGED, 1873.

President Thacher recites the action of the board of regents in effecting the change in the course of study as follows:

The plan of study in this department, as given in my last biennial report, has been followed as strictly as circumstances would allow during the intervening two years.

The feeling, however, having arisen that that plan was susceptible of great improvement, the regents, at their meeting in June, 1872, appointed Messrs. Thacher, Adams, and McKean a committee on the programme of study. That committee, after a careful comparison of views with the academical professors, made a report at the meeting of the board in March, 1873, and recommended the programme given below, which was unanimously adopted, and will go into operation at the opening of the next university year, September 18, 1873.¹

(1) The programme of this department covers a period of six years. (2) This period includes the subfreshman course of two years and the usual college curriculum of four. (3) In this curriculum there are three courses of study recently adopted by the board of regents. (4) These courses, styled the classical, the philosophical, and the scientific are intended to be so diverse in their requirements and advantages as to offer a reasonable range of choice to meet the different wishes, necessities, or tastes of the students. (5) Every student, at the commencement of his freshman year, will be required to make an election of one of these courses, with the intention of pursuing it until graduation, or so long as he may be a member of this department.¹

¹ President Thacher's Report to the Board of Regents, September 15, 1873, p. 16.

THE COURSE IN CIVIL ENGINEERING, 1873-'78.

One of the first official notices of university study in civil engineering is given by President Thacher in his report to the regents in 1873, as follows:

(1) The course in civil engineering, now first established, occupies four years. (2) The terms of admission are the same as those prescribed for the other courses. (3) Instruction in this course will be given throughout by the academical professors and their assistants. (4) The studies of the first two years are identical with those of the freshman and sophomore years of the scientific course. (6) The degree of civil engineer will be conferred on those who complete the course. (7) Those who prefer it will be permitted to take a selection of such studies as are strictly in the line of civil engineering, and on leaving the institution will receive a certificate of proficiency signed by their instructors and the president.¹

President Thacher was inclined to regard civil engineering as constituting a separate department, rather than as a chair in the collegiate department, inasmuch as one of these is for general culture, and the other for special and professional.²

To regard it as a department separate from the academical never seemed quite easy, and even in the last catalogue which Dr. Thacher prepared he classified the collegiate courses as classical, philosophical, and scientific, but catalogued engineering students as collegiate.

Since 1878 engineering has been accounted as a collegiate and special scientific course, and not as a department.

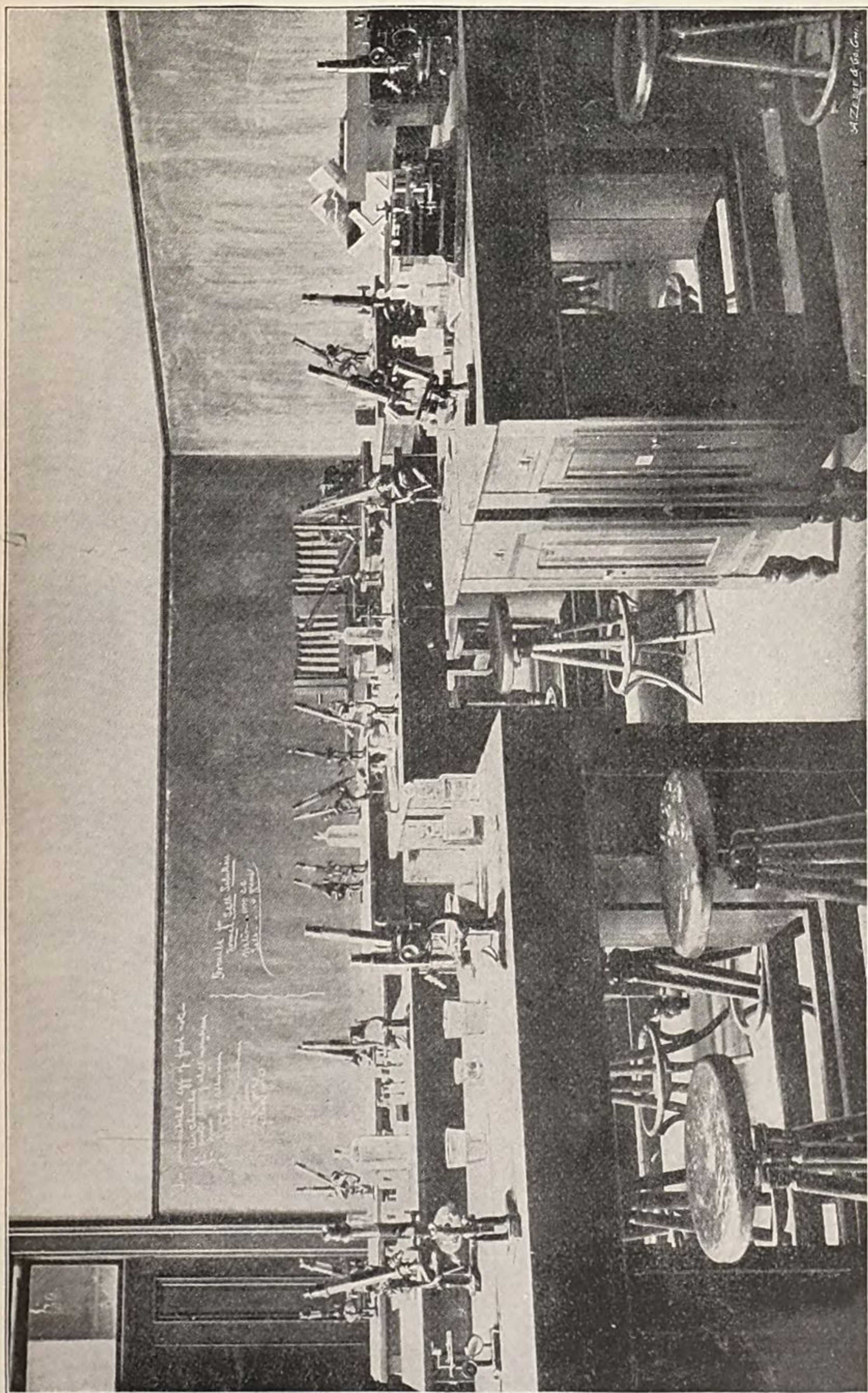
Some have thought that the president was caught nodding a little later, when the statement slipped into the catalogue of 1876-'77 that an effort was made "to make the course [in engineering] as comprehensive as possible, and sufficiently flexible, also, to meet the demands of most students seeking a liberal rather than a special education."

THE UNIFICATION OF THE SCHOOL SYSTEM.

Iowa has never prescribed the highest limit to which the common or high school system may be carried. School districts have been permitted to determine, year by year, what additional branches shall be taught in their schools. Schools, and even high schools, so called, then differed greatly in the character and in the extent of their courses of study. In one school mathematical studies had been emphasized, in another the sciences, in a third the languages. Nevertheless the law required the university "so far as practicable," to "begin the courses of study in its collegiate and scientific departments at the points where the same are completed in the high schools." Without the saving clause, "so far as practicable," the thing required was utterly impracticable. Something must be done to bridge over that irregular chasm. The first who ought to be reached by the university were, manifestly, high school officers. Their teachers and superintendents could be approached best in the State Teachers' Association.

¹ President Thacher's Report, 1873, pp. 30-31.

² President Thacher's Report, October 1, 1875, p. 21.



STATE UNIVERSITY OF IOWA—BIOLOGICAL LABORATORY.

FIRST STEP TOWARDS UNIFICATION, 1872.

It was important that a distinct recognition of the unity of "the public-school system, including the common schools, grammar school, high school, and State university," as assumed in legislation, should precede all effort to effect practical unification. Accordingly, in 1872, the president of the association, Prof. S. N. Fellows, devoted his inaugural to the discussion of public and private schools, their work and their relations. It was an able defense of denominational academies and colleges and certainly no less able in defense of high schools and State universities.

That address was referred to a committee. Its fundamental positions were reaffirmed in their report and adopted unanimously. Their most important resolutions (written by another university professor) were as follows:

Resolved, That the noble purpose which planted denominational colleges in this country, the heroic self-denials that have continued and improved them, and their grand influence in the promotion of the intelligence and virtue of the American people command our confidence, our gratitude, and our heartiest good will.

Resolved, That the munificence of the Federal and State Governments in the creation and support of State universities has been timely and wise, that the growth and influence of these institutions have been most gratifying, and that we welcome them as the crown and glory of our public-school system.

Resolved, That in the opponent of this American school system, or any part of it, we recognize the undisguised foe or ill-informed friend of liberty and progress.¹

THE REGENTS ADMIT GRADUATES OF HIGH SCHOOLS IN 1873.

President Thacher reports the first action of the regents concerning the admission of high-school graduates to the university as follows:

The board of regents, at their meeting in June, authorized the faculty to receive without examination all applicants for admission bringing certificates of qualification from those high schools and academies in which the required course of study embraces the branches named in our catalogue as preparatory for the subfreshman course: *Provided*, The instruction in said schools and academies be known to be of such a character as to justify this arrangement.

This plan is in entire agreement with the action of our State Teachers' Association, in Davenport in 1872, indorsing the university as the head of our public-school system, and will go far toward realizing that idea by establishing an actual connection between the university and the schools.

This proposition of the regents has met with a cordial response from a considerable number of the principals of our schools and is expected to become a permanent feature of the economy of the university.²

THE STATE TEACHERS' ASSOCIATION TAKES ANOTHER STEP, 1874.

The State Teachers' Association in 1874 took the following action as a direct step toward practical unification:

Whereas public high schools have been established and are vigorously maintained in the principal cities and towns of the State as a natural local head of the free-school system and constitute an essential link in it: Therefore,

¹ University Reporter, Vol. v, p. 4.

² President Thacher's Report to the Regents, September 15, 1873, pp. 17-188.

Resolved, That high schools should be encouraged to take the rank of academies and seminaries in the preparation of students for the ordinary duties of life and in fitting them for the university;

Resolved, That we recognize the recent action of the officers of the university as an important movement in this direction;

Resolved, That a committee consisting of Rev. George Thacher and Messrs. W. W. Jameson of Keokuk, W. E. Crosby of Davenport, J. H. Thompson of Des Moines, A. Armstrong of Council Bluffs, W. H. Beach of Dubuque, and C. P. Rogers of Marshalltown be appointed to devise and recommend the best means for a speedy and complete unification of our school system and to report at our next annual meeting.¹

HIGH SCHOOLS NO SUBSTITUTE FOR THE UNIVERSITY PREPARATORY DEPARTMENT IN 1875.

After the appointment of the committee on unification by the Teachers' Association and before they made their report, Dr. Thacher had occasion to report to the University regents as to the wisdom of transferring the work of the preparatory department to the high schools. On this point, he said:

The argument [that the preparatory department interferes with the public schools] is this: The university, by affording facilities for the study of elementary English, Latin, German, algebra, geometry, and history, uses its great influence, as a leading educational institution of the State to entice to its own preparatory department those who would otherwise pursue these studies at the high schools. In this way great injury is done to the schools through the loss of many of their best pupils, whose attendance and proficiency in study for two or three years would give character to the school and reputation to the instructors, and create a powerful stimulus for the fostering of these local institutions in every part of the State. Thus the university is said to exert a discouraging and repressive influence on the schools.

In answer to all this it is sufficient to say: First, that there are probably not more than forty schools in the whole State whose grade of instruction entitles them to be ranked as superior to the ordinary primary and grammar schools. The unhappy results of the influence of the university on the interests of education must be limited, therefore, to the counties in which these schools are located, for the remaining sixty counties have no schools of which our preparatory course can be deemed a rival.

But the case is much stronger than this, for, secondly, of these forty high schools only fifteen have means of fitting their pupils for our freshman class. The report of the State superintendent for 1874 contains carefully prepared statistics on this point and shows that of all the graded schools within the borders of Iowa there is only this small number in which Latin and German are taught, two studies without which no one can become a member of either of our collegiate courses, except with very great difficulty to the student and great inconvenience to his instructors, on account of the absolute necessity of devoting his time after his admission to the work which he should have done before. * * *

In truth, only a very few find their way from these high schools to our preparatory classes. During the last two years, out of our hundreds of subfreshmen, only 10 came from these few highly favored portions of the State. The students that come to us from them nearly always enter the freshman or some higher collegiate class.

It is worthy of remark that of the 86 freshmen 69 were promoted from the sub-freshman class and every one of the other 17 was obliged to pursue some subfreshman studies during his collegiate course in order to make up previous deficiencies

¹ Common School, ii, p. 4.

and from a careful examination of the matter it is believed that the same is substantially true every year.¹

If this is true, it would seem to be nearly self-evident that with no preparatory classes we could have no college, because up to this time the latter has grown from the former as a tree from its roots. If the root be destroyed what will become of the tree? If we cut off from the university the year or two of preparatory work which furnishes more than seven-eighths of our collegiate students, how long will the college exist or be worth sustaining?²

UNIFICATION SEEMED IMPOSSIBLE IN 1875.

President Thacher's committee (appointed in 1874) could not have been more wisely located or more carefully chosen by the State Teachers' Association. Their investigations resulted in a very elaborate report in 1875, but a very discouraging one. They found "scarcely a trace of anything worthy to be called a system." The schools had "no uniform standard of study, no two of them, perhaps, being alike." They said, also:

It is true that of all the high schools in the State there are only fifteen which make any pretense of teaching the studies requisite for admission to the University freshman class, and there is no evidence that even those few give sufficient attention to them to enable the pupils to make adequate preparation for that class. It is also true that the university can not make Greek a prerequisite to college, because that language is not allowed in most schools to be taught at all.

Then, too, the atmosphere of high schools, "the habit of feeling that is fostered in them," was said to be "one of indifference or of virtual opposition to colleges," even though the superintendent should be friendly. One gentleman (probably one of the committee) had taught a classical school and sent out classes from it to college annually for five years, and then passed into the high school of the same city, and, from its four years' course, had been able to send only 1 student to college in eight years, only 1 from 16 graduates.

They thought, also, that there were not as many students, on an average, as one to a county who were sufficiently anxious to pursue a college course to undertake a preparation for it "without being urged to do so."

In conclusion, they said:

Just as soon as, by the continual agitation of the subject and the multiplication of worthy college graduates and other possible agencies, there should come to be a genuine and prominent demand for other facilities of preparation for college than those now in existence they will be furnished. The law of supply and demand will hold in this matter as well as any other. But we do not believe they can be forced, or that, if forced, they will prove otherwise than a failure. Time only can remedy the present evil. And in view of what has been said, we are compelled to conclude by affirming the impossibility of devising the means of a speedy and complete unification of our school system.³

¹About 40 per cent of the University freshmen are still obliged to make up some deficiencies either in a local school, or under the direction of some of the University teachers.

²President Thacher's Report to the Regents, September 15, 1875, pp. 6-8.

³Common School, III, pp. 29, 30.

That conclusion was unsatisfactory to many in the university and to many in the high schools. They believed that the demand for preparatory training could be intensified and that the supply could be hastened. The subject was accordingly continued and placed in the hands of a new committee, consisting of L. F. Parker, Iowa City; S. J. Buck, Grinnell; C. W. von Coelln, Waterloo; J. H. Thompson, Des Moines; and J. E. McKee, Washington. On that committee there was one representative from the university, one from the denominational colleges, one from the academies, and two from the high schools.

THE REPORT OF 1876 MORE OPTIMISTIC.

The report was made by the representative of the university, of the colleges, and one from the high schools, the one last mentioned being then the superintendent of public instruction.¹ It was unanimous. It recognized the theoretical school system and the practical lack of system from the general failure of high schools to connect with anything above themselves. It acknowledged that absolute uniformity of studies in the high schools was probably unattainable, and even affirmed that it would be undesirable.

The following extracts present the vital part of the subject:

We are now to treat of them [high schools], especially as links between primary and collegiate education—that is, to treat them as they were intended to be made in our legal system. The real problem now is, what can be done to increase their efficiency as preparatory schools without sacrificing local interests, or, if possible, how can this be done while enhancing those interests.

It is obvious that some genuine high schools ought not to be carried along to freshman work, while others in the larger cities should go, as they do, up among college studies. The former, then, should not aim to become links between the primary school and a full college course, yet even they may sometimes make close connections with the last subfreshman (or senior preparatory) year, and we believe some of the more advanced high schools may profitably prepare pupils for college, and that, too, without introducing a single additional study. The State University is peculiar in placing about two years of German among its prerequisites for freshman standing, and deferring Greek to the freshman year, while other collegiate institutions in Iowa require some two years of preparatory Greek. Those two high schools, then, which provide for about two years of Greek and a little more than that of Latin have all in their courses that is necessary to fit students for the denominational colleges of the State, and the other four that have some Greek need only to add a few terms in that single study to attain the same honorable position. The twenty schools in which two years or more of Latin and German are already taught can easily become fitting schools for the freshman class of the State University by a little adjustment of the studies now taught in them, and a similar change would adapt several others to the wants of the last subfreshman class, while those with still less of language can prepare for the scientific courses. * * *

¹It may be noteworthy that those three committeemen, some dozen years before, constituted the acting faculty of Iowa College. This and similar action (and particularly as to unification) illustrates the harmony which has been characteristic of the educational history of Iowa. Colleges were and are profoundly interested in all these acts and topics.

The only practical difficulty in the way of this adjustment will probably be with the linguistic studies. * * * If the studies should be so arranged that Latin and Greek or Latin and German can be carried forward simultaneously, the third and fourth studies can be supplied by algebra and geometry, by the natural sciences and history, and then the student will be in the way of direct preparation for the collegiate course. This will probably necessitate occasional permission to these prospective collegians to take studies from different years of the course as arranged, and no change whatever beyond this. An irregularity so slight scarcely deserves mention in connection with advantages so important.

Where the high school course embraces many studies more than those which are strictly preparatory for college, we would recommend that those who propose to graduate from the high school into college should do so usually as soon as the strictly preparatory studies are completed, and be granted a special diploma without completing the entire local course.

We now recommit this subject to you, and commend it especially to your individual action, for upon your action as individuals, rather than as members of this association, will actual unification depend. No question takes precedence of this one of secondary education in the minds of American teachers; none is more vital to the high schools themselves, to the colleges above them, or, indeed, to the very safety of our mighty and motley nation. We commend it to your individual action, and also to the immediate consideration of the association of principals and city superintendents, for they are most directly and professionally concerned.

A VARYING UNIFICATION EFFECTED.

Superintendents and principals continued to discuss the subject of unification at their meetings, and to agitate for preparatory studies in their school districts.

No high school courses were created primarily to connect the lower with the higher education, yet many were modified for that purpose. In some college towns they were affected by the preparatory course of the local college. College and university conditions of admission were materially influenced by high school possibilities.

It may be said with much reason that unification was effected some dozen years ago and during the presidency of Dr. Pickard, although few if any high school courses even yet include all, and only all the studies required for the freshman class of any college, or of the State university.

PRESIDENT GRANT'S SPEECH AT DES MOINES IN 1875.

It is rare that a speech by a President of the United States before a military organization sustains such relations to education as to deserve a notice in the educational history of a State, and still more rare that it can be introduced with propriety into the history of an institution. Nevertheless, the speech of a soldier at an annual gathering of soldiers in Iowa in 1875 so touched, or seemed to touch, the most sensitive part of the university question of the hour as to become an important element in the history of the State University.

President Grant's speech at Des Moines, September 29, 1875, was a surprise. He addressed ex-soldiers, his former comrades in the Society

of the Army of the Tennessee, at their reunion, and on an educational rather than a military topic. It was probably the longest speech of his life, and was read unimpressively from a penciled manuscript. It opposed State aid to any sectarian school, and earnestly advocated free schools. One sentence in that speech, as it reached the general public in newspapers, magazines, and bound volumes, was as follows:

Resolve that neither the State or nation, nor both combined, shall support institutions of learning other than those sufficient to afford every child growing up in the land the opportunity of a good common-school education, unmixed with sectarian, pagan, or atheistic tenets.

To Iowa that sentence was the most surprising one in the speech and the strangest fact about it.

A STORM CENTER.

An Iowa writer had occasion just then to oppose a declaration that "the State is to take control of all the educational forces." In doing so he used the following language in alluding to that Des Moines speech:

That he [Gen. Grant] should declare against it [State absolutism in the higher education] at all, and on such an occasion, shows that the pushing of theories has made itself felt among very untheoretical men, and that a notable "turning of the tide" is at hand.

Gen. Grant says: "Neither State or nation, nor both combined, shall support institutions of learning other than common schools." This is the short of it. Which position has the American people hitherto favored? Which will it take now? The issue is a broad and distinct one, not to be blurred or blended with indefinite notions or winked out of sight. It has been making up for some time, as all men might have seen.

Gen. Grant thinks he sees that popular education must unload the upper tiers of institutions which have been piled upon it of late years, in order to save common schools from Catholic assaults.¹

A professor in the State University made the foregoing extracts the basis of a paper read before the State Association at its next meeting, December 30, 1875. That paper was widely noticed and reproduced.

Dr. Thacher caused it to be republished for use in the State legislature. A somewhat sharp and widespread discussion of the paper and of the right of the State to sustain institutions of learning above common schools followed. Occasional articles have been written in Iowa, and now and then an address made on the right of the State to sustain higher education, but no other discussion of that theme has been so extensive as that which originated from Gen. Grant's speech.

THE STORMY ELEMENT AN INTERPOLATION.

Soon after the delivery of that speech there was a very quiet hint in the air (and of unknown origin) that Gen. Grant did not write it, or that a forgery had been perpetrated somewhere in the suspected sentence. But it was well known that several reporters were present when the speech was delivered, and that all reports which attracted public

¹ The Advance, October 21, 1875.

attention contained the identical words just quoted. Then, too, the President remained in Des Moines until after his speech was printed, and it was said he probably saw it in type, and never uttered a word of objection to the report.

In the paper read before the State Teachers' Association the writer said:

Without considering the report that that speech was fashioned in Des Moines or that an unpresidential hand introduced a few words into it which the speaker did not notice and would not approve, the speech itself does not seem to sustain these extreme and positive declarations. Only a single sentence in all the speech can by any possibility be tortured into opposition to all education by the State except that in common schools, and that one is sandwiched into an argument against sectarian education and made a part of it. It was this sectarian education, and this only, as we believe, at which he aimed all his blows. However, it must be conceded that no man competent to weigh words fairly, and resolved to state his convictions honestly, could affirm that the intention of the speaker in the use of the words in question is absolutely unquestionable. If he intended all the hostility to higher education by the State which his words could mean, they are curiously out of place; if he did not they are certainly infelicitous.

It was well known that Gen. Grant had been no life-long student of words. He might have been unfortunate in speech, and possibly somewhat confused in thought. He himself certainly knew, substantially, what he intended to say. By request, the governor of the State asked the President to state exactly what he did say, what he desired to express. His reply was as follows:

What I said at Des Moines was hastily noted down in pencil and may have expressed my views imperfectly. I have not the manuscript before me, as I gave it to the secretary of the society. My idea of what I said is this: "Resolve that the State or nation, or both combined, shall furnish to every child growing up in the land, the means of acquiring a good common-school education," etc.

Such is my idea and such I intended to have said. I feel no hostility to free education going as high as the State or National Government feels able to provide—protecting, however, every child in the privilege of a common-school education before public means are appropriated to a higher education for the few.

Yours truly,

U. S. GRANT.¹

This might seem conclusive and to preclude the necessity for further inquiry, but the address seemed to be a semi-state paper, and all possible doubt concerning it should be removed. President Grant's thought was unquestionable, but there remained a possible question as to what he wrote. An investigation followed, and resulted in showing that he wrote as he intended to write. The proof of this was found in order as follows:

(a) In the printed report of the address as published by the secretary of the Society of the Army of the Tennessee, Gen. L. M. Dayton, of Cincinnati, and put in type directly from the President's manuscript.

(b) In the written report to the present writer by Hon. W. Flint, of New York, who examined the manuscript at the White House, March 6, 1876, after it was forwarded to Washington by Gen. Dayton.

¹ L. F. Parker's Higher Education by the State, pp. 28, 29.

(c) In the photograph of Gen. Grant's manuscript as taken under the supervision of Gen. W. W. Belknap in 1876, who was then a member of the President's Cabinet.

The original manuscript can not now be found, but the following is a facsimile of the President's pencilings as nearly as they can be reproduced from Gen. Belknap's photograph, which was somewhat smaller than the original:

The presentation of the facts already given may be ample for educational history; nevertheless, in the interest of history in general, an explanation of the origin of the error and of the method of its dissemination is, perhaps, demanded.

One of the Des Moines reporters of the preceding speech is confident that his report of it as published in a Des Moines paper was accurate, and as given in the preceding facsimile, for he copied it from Gen. Grant's manuscript. It is remarkable, however, that no number of that paper containing that report is now discoverable in any public or private collection. The misleading report originated as follows: (1) One reporter copied Grant's manuscript. (2) His copy was put in type and struck off in slips. (3) All telegrams were made from those slips.

That perversion was made very easily,¹ whether done accidentally or intentionally, whether by the copyist or the compositor, and was then scattered over the world just as easily.

Its acceptance as truth is even yet nearly universal. It is reproduced almost invariably in every reprint of that speech, and will continue to be by those who depend on the magazines and the annuals of 1875 for the facts concerning it. Nevertheless, it is beginning to be ranked with "frauds of the most surprising character," with such forgeries as those of Napoleon and with the American roorback of 1844.²

GRISWOLD COLLEGE PROPOSES TO AFFILIATE WITH THE UNIVERSITY.

Distrust of the educational character and moral influence of the State University, if it existed, would be likely to appear most noticeably in the region of Iowa colleges. During Dr. Thacher's administration there were two remarkable incidents indicative of the opposite feeling. For a time Central University did not attempt to graduate its students, but advised them to take their degree at the State University, and in March, 1877, Griswold College proposed to unite with it in close affiliation.

The memorial on this subject from the executive committee of the board of trustees of Griswold College was presented by Bishop W. S. Perry, and contained the following resolutions adopted by that board:

Resolved, That the executive committee be authorized and instructed to memorialize the board of regents of the University of the State of Iowa to take such

¹It was effected by the introduction of two "n's" and the three words "other than those."

²See Prof. Hammond's Lieber's Hermeneutics, p. 74.

Comrades

It always affords me
much gratification to meet
my old comrades in arms
of 10-14 years ago, and to live
over again the trials and hardships
ships of those days, in the
imposed for the
preservation & perpetuation
of our free ^{institutions} ~~government~~. We
believed then, and believe now
that we had a government
worth fighting for, and if
need be dying for. How many

of our comrades of those
days paid the latter price
for our preserved Union.
Let their ~~sacrifices~~ ^{heroism & sacrifice}
be ever green in our memory.

Let not the results of
their sacrifices be destroyed.

The Union & free institu-
tions for which they fell
should be held more
dear for their sacrifices.

We will not deny to
any of those who fought
against us any privilege
under the government
which we claim for

conserve. On the contrary
we welcome all of ^{such} them

who come forward in
good faith to help build

up the waste places, and

perpetuate our institutions

against all enemies as

brothers in full interest

with us in a common

struggle. ^{But we are not} It is to be hoped
that ^{we are not} later trials will never
befall our country. In this

struggle no class of

people can more heartily

join than the soldier

who submitted to the
dangers, trials & hardships
of the Camp & the battle
field, on which ever side
he may have ~~been~~^{fought}
No class of people are
more interested in guarding
against a recurrence of
those days. Let us then
begin by guarding against
every ~~danger~~ enemy threatening
the perpetuity of free
Republican institutions & I
do not bring into this

Assemblage politics, certainly not partizan politics' but it is a fair subject for the deliberation of soldiers to consider what may be necessary to secure the prize for which they battled. In a republic like ours where the citizen is the sovereign and the official the servant, where no power is exercised except by the will of the people it is important that the sovereign - The people - should possess intelligence

The free school is the promotor
of that intelligence which is
to preserve us, ^{as by the Nation} If we are to
have another contest in
the near future of our
^{national} existence I predict that
the dividing line ^{will} ~~is not~~
^{not} be Mason & Slaxens
^{Patriotism &}
but between intelligence on
the one side & Superstition,
Ambition & ignorance on the
other. Now in this Centennial
year ^{of our National existence}, I believe it a good time
to begin the work of ^{strengthening} ~~preparing~~
the ^{foundation of the house} ~~house~~ ^{commenced} ~~erected~~ to stand which
^{log} ~~was~~ ^{our} by our patriotic forefathers began

~~Constitution~~ to ~~be~~ to, one
hundred years ago at
Concord & Lexington Let
us all labor to add all
needed guarantees for the
more perfect security of Free
Thought, Free Speech, a Free
Press, Pure Morals unfettered
Religious Sentiment. and of
Equal Right & Privileges to
all men irrespective of
~~sex~~ Nationality. Color or
Religion. Encourage free
schools and resolve that not
one dollar of money ap-
propriated to their support

no matter how raised, shall
be appropriated to the sup-
port of any sectarian school
Resolve that either the state
or Nation or both combined
shall support institutions
of learning, ^{sufficient to} ~~that will~~ afford
to every child growing up
in the ~~country~~ ^{land}. The opportuni-
ty of a good common
school education, unmixed
with sectarian, pagan or
atheistical taints. Leave
the matter of religion to
the family, even the church
& the private school supported

§

entirely by private contribution
Keep the Church and state
~~separate~~ forever separate,
With these safeguards I believe
the battles which created us "the
Army of the Tennessee" will
not have been fought in
vain

action after mutual conference and agreement with the said executive committee, the said action to be finally approved by this board, whereby, on the graduation of students in arts and science in Griswold College, the degree of A. B. or B. S. shall be conferred on the terms established by the university professors, and only after examination, written or oral, conducted by, or in accordance with the instructions of, the said university faculty, empowered to confer the said degrees; it being understood and stipulated that the said degrees, when thus conferred, shall be given by the university over and above their bestowal by Griswold College.

Resolved, That in this effort to secure affiliation with the University of the State, the Board of Trustees of Griswold College pledge themselves, on reopening the college committed to their charge, to provide such a course of instruction, and to give evidence of such sympathy with the highest education, as to render this affiliation a proof of the interest of the said trustees and the church they represent, in the advance of education and culture throughout the State, to their highest possible development.

Among the arguments for the arrangement proposed, Bishop Perry presented the following considerations:

The existence within the State of eighteen so-called universities or colleges, largely denominational in their origin and constituency, with varying standards of scholarship, and each and all alike possessing the degree-giving power, can not but render all efforts for the establishment of a uniform and high standard of educational attainment as contemplated by the university practically inoperative. Too often the degree will be sought where it can most readily be obtained. The exaction of a high standard of attainment, as a prerequisite to graduation by the university, can and will at present affect only those who from love of study and free from the influence of denominational prejudice personally attend the university and avail themselves of its superior privileges. Could the university be multiplied and its advantages be offered at each of the many educational centers now existing within the State, it would certainly be productive of far greater good than is now possible. Is it not practicable to secure such a result? * * * The fact of the existence of these scattered and often rival educational institutions being admitted, the question for our American educators seems to be: Can there be attained by their united and uniform efforts the grand result which the State University is felt and known to have in view? Can steps be taken whereby a degree from each and every college in Iowa shall represent a certain and well-defined amount of attainment in learning and letters, and the standard of the State University be thus maintained throughout the State?

Your memorialists respectfully submit that they believe this result to be both possible and eminently desirable. With a view to bring about this result they respectfully propose in the reopening of the college under their charge, which will take place the present year, to surrender the exercise of their power of granting the degrees of B. A. and B. S., *i. e.*, the graduating degrees, save on terms to be determined by the faculty of the State University, and after examinations, conducted either by representatives of the said faculty of the State University in person, or in such strict accordance with their requirements as to meet fully and without any reservation the prerequisite standard of the university. And they ask of the regents that upon the students of Griswold College who shall, after examinations conducted as aforesaid, fulfil these requirements, as prescribed by the faculty of the university, for graduation either in arts or science, there shall be given by the authorities of the university the degree to which they have proved themselves entitled. To effect this result, as will be seen at a glance, a course of study and a standard of instruction must be maintained at Griswold College equivalent to that offered at the university. Practically, therefore, it will be the addition to the State University, and in closest affiliation with it, of a well officered and thoroughly efficient coworker in the educational field.

The board of regents placed the proposition in the hands of a committee of conference, but no union was effected. It remains in history, however, as a very significant vote of confidence.

PROF. THACHER RESIGNS.

Dr. Thacher was long the victim of the brain disease which terminated his life, though for several years unaware of it. Its existence was too manifest in 1877 to be longer ignored. He resigned at commencement of that year.

Within an undemonstrative exterior he carried a strong brain and a great heart. Conservative by nature, he was a progressive in fact, high minded, with a generous spirit, most obvious to those in closest relations. He was never overappreciated, even by those most deeply indebted to him for intellectual guidance or moral aid.

HON. CHRISTIAN W. SLAGLE'S PRESIDENCY, PRO TEM, 1877-'78.

Hon. C. W. Slagle accepted the presidency reluctantly and only for a single year. His report to the board of regents in 1877 was of special historical value.

At that time there were nine professors in the collegiate department, beside the professor of military science and six instructors. The students represented sixty-six counties of the State and eight States of the Union. They were from thirteen colleges and an unusual number of them from high schools and academies who entered advanced classes. Their expressed religious preferences were Episcopalian, 16; Christian, 23; Congregational, 75; Catholic, 9; Lutheran, 2; Baptist, 30; Universalist, 5; Presbyterian, 60; Unitarian, 1; Methodist, 75; United Brethren, 1; United Presbyterian, 5.

The discussion of local coeducation by President Slagle in that report has never been equaled in fullness or in value. After enumerating the wants of the university, and after emphasizing the needs of the chairs of natural and physical science and the engineering department, he added:

There is here no disparagement intended of the great value of the work of other chairs in the university, nor is there intended even the institution of a comparison as to the value of the several chairs. The horizon of culture is as boundless as the attributes of the soul, and it is a narrow view to take of education that there is any field exclusively its own.

THE FIRST ENDOWMENT BY THE STATE, 1878.

The first act of the general assembly granting an endowment for the university was passed in 1878. It was very largely the result of President Slagle's efforts and of his great popularity. The vote was significant, although the annual sum appropriated—\$20,000—may seem small.

MR. SLAGLE'S SERVICE TO THE UNIVERSITY.

Mr. Slagle was a member and the secretary of the board of directors of the Fairfield branch of the university, 1849 to 1853, and then a trustee (or regent) of the university at Iowa City, 1866 to 1882. No man¹ ever served the institution in such a variety of relations for so long a time or with such unvarying grace, wisdom, and integrity as Mr. Slagle; no one ever left the board of regents with such universal regret, and with such good reason for that regret, as he did. The applause with which students welcomed him to the chapel ever after his acting presidency was significant of more than esteem.

PRESIDENT JOSIAH L. PICKARD'S ADMINISTRATION, 1878-'87.

Dr. Pickard came to the university with a life of fifty-four years of learning and teaching behind him. He had spent thirteen years at the head of Platteville Academy, in Wisconsin, four in the State superintendency of Wisconsin, and thirteen years in charge of Chicago public schools. His many-sided educational experience was especially valuable to the university.

THE PREPARATORY DEPARTMENT DROPPED.

The university had been studying to make its preparatory requirements such as the high schools could adopt with advantage, and the high schools had been inclined more and more to conform their courses to each other and to adapt them to college and university work. The number of students prepared in high schools for all university courses was increasing. The pressure outside the university, and the inclination within it, to dispense with the preparatory department grew steadily until they culminated in the requirement of the general assembly to abandon it in 1879. The regents accordingly dropped the lowest subfreshman class in June, 1878, and the highest disappeared the next year.

PRESIDENT PICKARD AMONG THE HIGH SCHOOLS.

The theory of unification was prevalent; it had been accomplished in some high schools. Dr. Pickard's knowledge of the minutiae of high school needs and adaptations and his gentlemanly bearing was all that was needed in university circles to complete practical unification as rapidly as was reasonable.

COLLEGIATE COURSES.

Before 1872 50 had been graduated from the collegiate department; of these 10 had taken the B. S. degree; 15 the B. PH., and 26 the A. B., 1 having taken two degrees. In 1872 19 graduated, 6 taking B. PH. and 13 A. B. The degree of B. S. was probably in no higher repute among the

¹ Unless it should be Hon. L. W. Ross.

university teachers of science than among the students, for it seemed to them to be conferred at some institutions for very inferior attainments. The B. PH. course in the university was as near to the scientific of to-day as to any other. It was certainly taken by some of the most enthusiastic students of science in general, and even of physical science in particular.¹

During the five years after the change in the curriculum in 1873, the professor of physical science issued schedules to the scientific students. He was himself somewhat discouraged about the scientific course and some even felt dissuaded from taking it when they consulted him. The classification of students in 1874-'75 was as follows:

	Clas- sical.	Philo- sophical.	Scien- tific.	Engi- neering.
Freshmen.....	16	15	1	8
Sophomores.....	21	12	4	.....
Juniors.....	20	12	.....	4
Seniors.....	23	6	4	.....

The catalogue of 1876-'77 gives the following:

	Clas- sical.	Philo- sophical.	Scien- tific.	Engi- neering.	Irregu- lar.
Freshmen.....	29	22	2	9	2
Sophomores.....	15	13	1	2	5
Juniors.....	16	11	.....	3	.....
Seniors.....	15	6	4	.....	.....

THE SCHOOL OF LETTERS AND THE SCHOOL OF SCIENCE.

The regents had secured the largest possible appropriation from the legislature for scientific instruction, and had been liberal in their allowances for scientific chairs. Nevertheless, students continued to take scientific studies without choosing scientific courses or scientific degrees. There was a desire that more should become scientific in course as truly as in fact. Accordingly, Dr. Pickard secured the division of the general collegiate faculty into two subfaculties. The professors whose studies were most distinctly classical or philosophical were grouped together as the faculty of the school of letters, and those most interested in scientific or engineering studies were organized as the faculty of the school of science. These schools were to have charge of the immediate interests of the courses, of the classes, and of the students which they represented most directly, while the general interests of the department remained in the care of the general faculty. This organization made no change in the instruction or in the independence of the various chairs, and the schools made no very important change in the requirements of the different courses for graduation.

¹ Frank E. Nipher, professor of physical science in Washington University, St. Louis, and Frank Springer, esq., of Las Vegas, N. Mex., were of this group.

The students, however, still came with marked preferences for a classical or a philosophical degree, nevertheless their preparation had fitted them, usually, more fully for the scientific courses than for the literary. By the consideration of this fact some were probably induced to seek a scientific degree. An approximate equalization in numbers in the two schools was the result. These schools were maintained from 1878 to 1885, when the general faculty, at the request of the scientific subfaculty, asked the regents to discontinue them.

The enrollment in these schools had been as follows:

	1878-'79.	1879-'80.	1880-'81.	1881-'82.	1882-'83.	1883-'84.
School of letters.....	189	197	164	169	167	134
School of science.....	32	49	54	73	105	82

THE NATURAL SCIENCE BUILDING, 1884-'85.

The board of regents, in a plea to the legislature in 1883, said: "The growth of the university in the direction of study in science is marked. In five years the number has trebled." "Students of letters have not at all decreased." They then asked for two new science buildings. The legislature responded by giving them means for one, *i. e.*, \$50,000. That building was devoted to natural science, including the museum.

THE ERA OF DOUBT, 1885-'87.

The management of the university during its first thirty years was remarkably free from general criticism. The years 1885-'87 were as remarkable, perhaps, for the rise and diffusion of doubt.

(1) A deficit of \$20,000 was discovered which baffled the skill of the most expert accountants. It was the Iowa *pons asinorum* for book-keepers. The treasurer had vouchers for every dollar he had paid out, and yet the deficit remained.

(2) An undignified report (which would have done little discredit to a professional wag) was written by that committee of the board of regents which should have been most representative of its dignity, candor, and learning; that is, by the committee on teachers and teaching. It alluded, for example, to elocution as the thing called "orating," and to "the belated people who study Greek." That report reached the press and was commented on very severely from Boston to San Francisco. It was accepted in many cases as indicating an inability or an indisposition to take a broad and scholarly view of grave university interests. That unfortunate paper, though probably written in a free and easy way to relieve the tedium of the long sessions of the board, and with no expectation that it would be read by anyone else, will scarcely be duplicated.

(3) A very radical change¹ in the personnel of the collegiate faculty was then made in part, possibly, by voluntary resignations; in the main, probably, by removals or by resignations on invitation by the regents.

The reasons for the three removals in 1887, which excited most discussion, as given by members of the board, were "lack of harmony," "incompetence," "political activity," the desire to give the new president the privilege of selecting "new men," and "could do better." Unfortunately, the first reason could by no possibility apply to those removals, as was attested by Dr. Pickard before the investigating committee. As to incompetency, the president had assured the board of regents in August, 1885, that the professors were a "thoroughly qualified body of men and women, the peers of those in any institution of similar character,"² and the regents had reported in January, 1886, that their instructors were "the peers of any found in other institutions."³ Then, too, the collegiate alumni, by a vote of 145 to 8, remonstrated against those three removals, while the undergraduates united in similar action unanimously as to one professor, and with only three dissentients as to the other two.⁴

An investigation of the affairs of the university was ordered by the legislature the next year, and it took a wide range, including the deficiency, the erection of buildings, the cost of lobbying, and the management of the medical and dental departments as well as that of the collegiate. They found the deficiency "unexplained and apparently unexplainable;"⁵ that some buildings were remarkably well and others very poorly built,⁶ and that the \$1,500 of university funds spent for lobbying to secure the preceding appropriation was an uncommonly large amount for unusual services in an exceptional emergency.⁷ They decided that far the greater part of the charges against the medical department showed "either an unpardonable ignorance or a criminal recklessness in making grave charges without a particle of truth to sustain them."⁸ The dental department was more unfortunate, and they pronounced its management "most execrable."⁹

¹In February, 1889, Dr. Pickard wrote of these changes: "Numerous changes have taken place within the past two or three years in some of the special faculties. This is quite noticeable, both in the collegiate and dental faculties. The collegiate faculty contains fourteen full professors and seven assistants. Of this number four only had served more than three years at the beginning of the current college year." (See *Iowa Normal Monthly*, XII, p. 318.) Since he wrote the above he also has withdrawn entirely from university work.

²Report of the State University of Iowa, August 15, 1885, pp. 28, 29.

³Supplemental Report of the State University of Iowa, January 8, 1886, p. 10.

⁴*Vidette Reporter* (university students' paper), June 23, 1887.

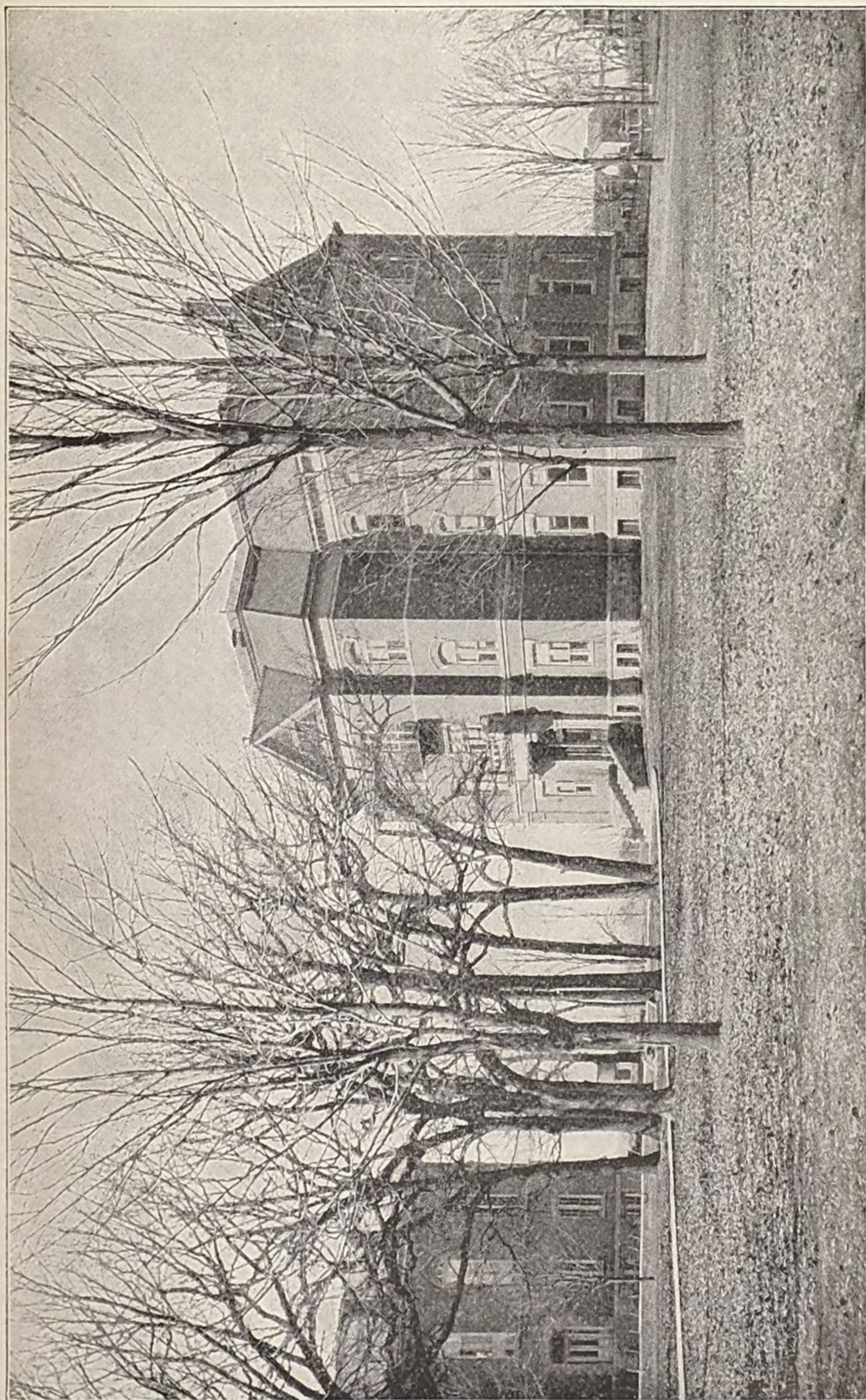
⁵Report of the joint committee to investigate the State University, 1889, p. 16.

⁶Report of the joint committee, 1889, pp. 10, 11.

⁷Report of the joint committee, 1889, pp. 15, 16.

⁸Report of the joint committee, 1889, pp. 18, 19.

⁹Report of the joint committee, 1889, pp. 26-28.



STATE UNIVERSITY OF IOWA—SCIENCE BUILDING.

As to the management of the collegiate department, it had been alleged that there had been a tinge of politics in the changes of 1887, especially of prohibition politics.

The regents had passed a resolution in 1885 declaring it unwise for professors to interfere in matters of prohibition. That was considered a warning to all the professors, and more particularly a menace to two, one of whom had made frequent speeches for prohibition, and the other was then plaintiff in a liquor case. The action of antiprohibitionists in urging a liberal appropriation to the university and in voting for it the next year, and then in demanding and prophesying the removal of the two obnoxious professors, led to a very general expectation that they would be removed, and to a belief in university circles and elsewhere that there was some understanding of that kind with some members of the legislature. The views of the new professors on political and prohibition questions seemed to some to confirm that opinion.

On these points the investigation committee said:

After a careful investigation of this question of a deal, we find no evidence whatever to sustain it, and we do not hesitate to say that we do not believe that any such bargain was ever made or implied. Indeed this whole theory of a bargain seems to have been built upon idle rumor and irresponsible newspaper statements.¹

The charge that the board of regents in carrying out the policy against prohibition had produced a political revolution in the collegiate faculty has not been sustained.²

The summary dismissal of several of the faculty had seemed to many unwise and harmful as a matter of policy. This conviction was strengthened by a fuller knowledge of the facts. It was learned that Dr. Pickard, believing some removals were impending, prepared a formal request for the board of regents at their meeting in March, 1887, asking the board if such changes were contemplated, to give the parties concerned early notice. He presented that request to the faculty before laying it before the board, and the faculty joined in it heartily. To that request no answer was received until commencement day, June 22, 1887. On that day notes reached three of them asking for their resignations "at once," but their separation from the university had been announced in a paper edited by one of the regents before that time. This action seemed peculiarly summary in the case of one, the first intimation of whose removal astonished Dr. Pickard in May, when the president-elect informed him that it was impending.

On this point the investigating committee said:

We believe that such a course ought not to be adopted as a settled policy * * * and yet there may emergencies arise which call for immediate action, and in which the board would be perfectly justifiable in making removals without previous notice.³

¹ Report of investigating committee, p. 8.

² "We are credibly informed that they (the professors) are about equally divided between the two leading political parties, and on the question of prohibition." (Report of investigating committee, p. 9.)

³ Report of Investigating Committee, p. 9.

As to the resolution of the board in 1885, declaring it "unwise to sign petitions for liquor permits or to take any part in the prosecuting of cases arising under the prohibitory law," the committee said that it "was no doubt intended, and had the effect, to restrain professors from taking any active part in the enforcement of the law."

They added:

The evidence shows that those who were endeavoring to secure the enforcement of the law were discouraged by the loss of support from those professors who were active in its enforcement; while upon the other hand the violators of law seem to have assumed that they were being sustained by the board, and became more arrogant in their violations. We would not say that the increase in the number of saloons which followed was the result of the board's action, but many people in Iowa City testified that they so believed.

Reasoning backward from this standpoint, the action of the board was unwise and detrimental to the best interests of the university.

We believe that the people of Iowa desire that the morals of the children should be as carefully trained as their intellects, and they will hold their teachers as responsible for the one as for the other. And professors and teachers in our institutions of learning who feel the weight of this responsibility and can conscientiously endeavor to improve the morals and the moral influences surrounding those intrusted to their care ought to be encouraged, and under no circumstances should they be made to feel that indifference in the sematters would render them more secure in their positions.¹

They concluded their report by recommending a reorganization of the board of regents, and in the following language:

Your committee are also forced to the conclusion that the board of regents as now constituted is from its very nature an unwieldy and, to a great extent, an inefficient body. * * * They can not afford and do not devote sufficient time to the affairs of the university to acquire that intimate knowledge of its work and needs necessary to render them intelligent and efficient managers.

We believe that a nonpartisan board of, say, five members, paid a reasonable salary and required to devote their whole time to the service, could take charge of all our State educational institutions.²

The result of these discussions and investigations among the alumni and throughout the State has been that diverse opinions on material points have continued to be held. Nevertheless, it has doubtless been of immediate advantage to the university and to denominational colleges in Iowa. The special friends of the university have made unwonted efforts to strengthen it, and those who emphasize the moral and religious influence of denominational colleges have been more active and more generous in providing for their support.

PROGRESS FROM 1878-'87.

President Pickard's administration will be memorable for the abolition of the preparatory department, the completed affiliation of the university with the high schools, for the liberal introduction of electives into the curriculum, and for the enlargement of the work of several chairs, especially in history and in natural science.

¹ Report of Investigating Committee, pp. 8, 9.

² Report of Investigating Committee, pp. 30, 31.

It is gratefully remembered by students as a period in their lives when they were environed by influences which tended to cause physical culture to seem good, intellectual enlargement to appear better, and highest character to be deemed best of all.

THE PRESIDENCY OF CHARLES ASHMEAD SCHAEFFER, PH. D, 1887-'—.

Hon. D. N. Richardson, a regent of the university, made a careful exploration of the East for a successor to Dr. Pickard. Among available gentlemen, Dr. C. A. Schaeffer was preferred by him and by the board of regents. The doctor was then serving Cornell University as professor of chemistry, and had been a dean of the institution. He was agreeable in social life, diplomatic among business men, and specially commended by President Charles K. Adams as a man of affairs when a man of affairs was needed at the university. As a lecturer he was plain in speech, unimpassioned in manner, instructive rather than inspiring.

He pronounced his inaugural at commencement, 1887. His theme was "The Development of the University." He said of the collegiate department:

I see that much can be added. On the one hand many subjects which are regarded as essential in the curriculum of the best modern colleges are either altogether neglected or else the amount of instruction given is inadequate. On the other hand, it appears to me that the work of many of the professors and instructors is widely distributed; that not only is too great an amount of work demanded of them, but they are expected to give instruction in too many directions.

The college professor of to-day must be a specialist, he must first have obtained a broad, general education, and then, while not neglecting to keep himself abreast of the general progress of the world in the arts and sciences, in literature and philosophy, he must concentrate his higher powers and expend his best efforts on some single line of study.

But if we are to get and keep the best men we must treat them liberally; first, they must have a certain amount of leisure; they must have time for reading, writing, thinking.

Then, too, we must not forget that it is our duty to train the body as well as the mind. This I regard as a matter of great importance.

Think not, however, that it is for the sake of material advantages alone that I would have this university appeal for support. While studying the laws of God as exemplified in the phenomena of nature, we must not forget that "the highest study of mankind is man."

He called attention also to the necessity of educating the rising generation more thoroughly than hitherto in such delicate and dynamite subjects as the tariff, the civil service, and the silver question. He was shrewd enough not to suggest how that could be safely done in the university, if in doing so the professor's personal opinions should be given.

ADDED ATTRACTIONS.

In accordance with Dr. Schaeffer's plea an effort has been made to give the professors greater facilities and more leisure. To some larger

salaries were given, more assistants were employed, and a new chemical building was begun. This building is one of the best belonging to the university.

The desire of citizens of Iowa City to strengthen the moral environment of the institution has led them to raise some \$30,000 for a Young Men's Christian Association building located in its vicinity and available for some of its exercises.

COLLEGIATE COURSES, 1889-'90.

The trend of the collegiate department in 1890 was apparently toward the scientific course. In the catalogue for 1889-'90 students are classified as follows:

	Classi- cal.	Philo- sophical.	Scien- tific.	Engi- neering.
Freshmen.....	12	39	42	6
Sophomores.....	9	23	24	8
Juniors.....	13	17	13	9
Seniors.....	8	15	19	6

TERMS OF ADMISSION.

Candidates for admission must be at least 16 years of age. For all courses algebra is required through quadratics, geometry, elementary physics, botany, civil government, United States and general history (Swinton's), geography (political and physical), drawing or one additional term in general history, and an easy familiarity with some eight out of thirty-six English masterpieces.

For the classical and philosophical courses, in addition to these general requirements, Latin is a prerequisite, viz: four books of Cæsar, four orations of Cicero, and six books of Virgil, with special attention to composition and sight reading. No Greek is required.

For the scientific, letters, or engineering course, a student may take the general and the Latin preparation above named, or as a substitute for the Latin he may take an extra term of physiology, or two terms of either physical geography, zoölogy, or chemistry, two of commercial arithmetic, one term of astronomy, or one additional in general history, and one in political economy.

In the classical course the requirements are, Greek, two years; Latin one; mathematics, one; English history and literature, alternating, one. There are no elections in the freshmen year, two each in the sophomore and junior, and all studies in the senior. The sophomore elections may be taken from mathematics, Latin, German, literature, history, physics, and botany. The junior electives are from Latin, Greek, French, German, Old English, political science, astronomy, botany, zoölogy, biology, and chemistry. The seniors take their electives from Latin, Greek, French, German, history, political science, psychology, history of philosophy, literature, geology and chemistry.

The philosophical course differs from the classical chiefly in requiring German in the freshman and sophomore years, and having no Greek. The electives are those of the classical course, except as to Greek.

The general scientific course differs from the philosophical mainly in having no Latin, and in requiring English in the freshman year, and physics and also botany or mathematics in the sophomore, without other electives in those years.

The course in letters differs from the scientific in requiring German, French, or Latin in the freshman year, and that the language then elected must be continued through the sophomore year.

The engineering course admits one year of German, one of physics, and two terms of English and of chemistry. The other studies are mathematical, and those that belong to the technics of engineering.

Special courses are offered in chemistry, biology, and in preparation for the study of medicine.

DEGREES.

The usual degrees are conferred on the completion of full college courses, but since commencement in 1891 the degree of bachelor of science has been given to those who complete the engineering course, and civil engineering has been given on "the completion of one year's post-graduate work in engineering, or to graduates in engineering who have practiced the profession at least three years, and who have submitted an approved thesis and passed a satisfactory examination."

THE PREPARATORY PROBLEM IN 1890-'91.

The statement made by a committee of the State Teachers' Association in 1875 that "the habit of feeling" fostered in Iowa high schools was "one of indifference or of virtual opposition to colleges," could not be made so truthfully at present. It is now the desire and the pride of a large number of high-school principals and superintendents to make their schools eminent for the number and excellence of their graduates who enter college and university courses. Their alumni in higher studies and in the professions are welcomed with peculiar pride as they return to grace high-school commencements with cultivated wit and thought and literary reputation. Some superintendents have introduced advanced preparatory studies into their schools, and maintained them there by avoiding public discussion of their merits until some of their patrons are becoming somewhat restless. Their prospective graduates, too, who do not intend to continue their studies in any higher school, are not all of them anxious or even willing to read Virgil or to complete solid geometry. These students almost universally desire to devote the time usually given to this advanced Latin and mathematics to literature, other sciences, history, or industrial studies.

A few high schools only can maintain two courses; one preparatory

for college, the other for business. The latter is demanded in all high schools; unconditioned entrance into the university (with its present preparatory requirements) is now steadily possible only from a small proportion of the high schools.

But what shall be done? While high schools desire to be fitting schools for college and for the university, the university is still required by law to begin "as far as practicable" where the high schools leave off. While the university is anxious to come into closest touch with still more high schools, it is scarcely reasonable to expect that high-school courses can be still further enlarged in order to reach it; it is more probable that some of them must be shortened. Colleges with preparatory departments will find no difficulty in adapting themselves to such a possible change. But the case of the university creates a problem. It has already surrendered all preparatory Greek. Shall it now lower its subfreshman requirements in Latin or in mathematics or in both? If it does so, shall it be with or without substitutes for the omitted studies? If substitutes shall be required, what shall they be? Can substitutes of equal disciplinary or educational value be introduced into existing high-school courses?

The regents of the university are now attempting to solve this problem. A committee of that body are now conferring with high-school superintendents to ascertain how a closer relation can be secured, and will report in 1891.

This question is both difficult and delicate. It is not desirable on the one hand that the university should imperil its collegiate standing, nor on the other is it agreeable to continue to admit a large and possibly increasing proportion of freshmen with entrance conditions in mathematics and in Latin. Whatever may be done, it is not probable that any considerable number of studies now regarded as preparatory will be taken into the freshman year, though a reactionary modification is under discussion.¹

¹The committee of the regents reported to that board in March, 1891, as follows:

"In October, 1890, circulars were sent from the department of public instruction to one hundred and forty high schools in the state. From the replies received, we learn that eighty-eight schools maintain a four years' course, fifty a three years' course, and two a two years' course. Of these, seventeen schools have Latin during the entire four years, fifty-one during three years, forty during two years, seven during one year, and twenty-five have no Latin in the course.

"At a later date, circulars requesting information on certain other points were sent to one hundred high schools in the larger places of the State. From the replies received, we learn that all the schools included in the list can complete the work required by the university in algebra and plane geometry, sixty-seven can complete the requirements in solid geometry, thirty-five can comply with all the requirements in Latin, twenty-two can read an amount equal to at least two-thirds of the requirements. A majority of the schools express themselves heartily in favor of the plan, but there is very great diversity in the proposed methods of carrying it out.

"From a careful inspection of the courses of the universities in adjoining or neighboring states, we find that they are far in advance of us in their requirements for

STATE UNIVERSITY EXTENSION.

Some of the regents are endeavoring to inaugurate a modified form of university extension. It is proposed that the university professors shall hold themselves in readiness to deliver courses of lectures in the cities and towns where those interested may be willing to pay the expenses of the lecturers. It is believed also that individuals who may be unable to attend university classes will be inclined to take up some lines of study under the general direction of the university professors. It has been thought that the university library may be opened to such students. What may be regarded as a beginning in this direction has been made at Davenport and elsewhere.

admission. Those of Minnesota, of Wisconsin, of Michigan, and of Kansas, especially, require more Latin and algebra, with the same amount of geometry and English, and in addition, a certain amount of Greek.

"Among the colleges of Iowa there exists but little uniformity. Nearly all of them place Greek among their requirements, and several of them have their standard well up to that of the university.

"At our request the president of the university investigated the preparation for admission of the members of the present freshman class. Of the eighty-eight in the regular courses at that time, sixty were fitted in high schools. Of these, three were deficient in Latin, two in spherical geometry, four in spherical geometry and Latin, nine in both solid and spherical geometry, one in solid and spherical geometry and in Latin, making nineteen admitted on conditions.

"The real question before us is: What changes, if any, are necessary, in order that the graduates of high schools may pass most readily into the different courses of the State University? In considering this we recognize the fact that the university is part of the public educational system of the State. We reach these conclusions—

"1. It is practicable to arrange and, perhaps, modify the requirements for admission to the university, with a view to what we may reasonably expect the high schools to accomplish, and without in any degree lowering the present standard of admission.

"2. The high schools can be classed in three divisions: (*a*) Those which can do all the work required for admission to any course; (*b*) those which can do the largest part of the work for each course; (*c*) those which can fit pupils for one of the courses, but not for all.

"3. Those schools which are not able to complete in their course of study, all the requirements for entrance to any course, should have credit given them for all which they have accomplished under satisfactory conditions.

"4. Recognition should be given to work done in the high school, which is included in the university course, provided it covers not less than one year, and the student passes his examination upon it at the university.

"SCHEME

as amended and recommended by the committee:

"1. Any school may be placed upon the accepted list, under one of the three divisions mentioned, upon application of its principal or board of directors, provided the collegiate faculty of the university are satisfied as to its course of study, methods of teaching, and facilities of instruction.

"2. The course of study of such school must be adapted for fitting its graduates for some of the collegiate courses of the university, or it must be in the direct line of such preparation.

"3. Whenever any accepted school in any of the classes requests, its students may be

CHAPTER VIII.

PRIVATE SECONDARY SCHOOLS.

The demand for private schools of secondary instruction in Iowa was lessened by the school law of 1858, and especially by the enlargement of high-school courses during the decade of 1870-80. Before that time many a peripatetic teacher, many an unemployed college student, opened a select school for one or more terms when a few pupils wished to study something higher than the local public schools could supply. Some permanent academies were organized also, and sometimes with college ambitions in their horizon. Friends gathered around some of these and built colleges on their foundations. Some have been able to honor their intermediate sphere, while to many life has been only a brave, brief wrestle.

Academies still live and continue to demonstrate their right to live. The opinion is entertained by some also that academies ought to do the work of secondary education, either largely or entirely, because they do it best. Ex-State Superintendent Abernethy has given reasons for this opinion, as follows:

First. The work of the academy can make mental training more prominent than high schools and normal schools, and this is by far the more important element in education. The studies whose main purpose is discipline, and which point specially to attainments in higher learning, such as the ancient and modern languages, the mental, moral, and logical sciences, are not subject in the academies, as they are in the high schools, to constant discussion and division of opinions. If this class of work comes to be done largely by academies, as seems to be the present tendency, it will remove one factor of discord and dissatisfaction from public school work.

Second. The academies seek to employ teachers who have attained to special scholarship in their various departments, and who devote their lives to these subjects. Changes in teachers are infrequent, giving special opportunity for high attainments and excellence.

Third. Academies are dependent almost wholly for their patronage on the excellence of their work, and hence have a constant and powerful incentive to excellence.

examined by the university at a convenient time, in any subject or subjects selected by the school authorities from the schedule of studies required for admission to the university, and the student will receive from the university a credit card for each subject passed.

"4. The university shall provide for schools desiring the same, a syllabus of each of the subjects in which examination is to be taken.

"5. All schools in accepted relation shall be inspected at the pleasure of the university, the expense of the inspection to be borne by the university.

"6. The authorities of accepted schools shall report annually to the university all changes made in the course of study, and submit list of names of the instructors employed in the high school."

The scheme was accepted by the board of regents.

Fourth. The academies will gradually provide endowments, scholarships, and fellowships, through the benefactions of their alumni and special friends, which tend to give both permanency and special excellency to their work.

Fifth. The academies will be largely under the patronage and influence of our religious denominations, which will surround these schools and their students with a moral and religious atmosphere, always favorable to the development of the best types of manhood and womanhood.¹

It is evident that there is still a demand for some academies (or preparatory schools) and especially in close connection with colleges and universities. The work of the State University even must be prefaced often by local academic work in the high school, in the Iowa City Academy, or under the immediate direction of its own teachers.

In some colleges, however, the connection seems too close, where the professors devote more or less of their time to preparatory classes, and the preparatory teachers have professorial suffrage in the faculties. There is a growing desire for a more distinct cleavage between these preparatory departments and the higher work of the colleges. To some it appears unseemly that the professor who conducts the seniors through gravest questions of international policy should teach children the names of the Presidents. It appears still more unseemly to others that the teacher whose whole time is given to preparatory classes should have a voting power in the faculty second to none in determining the most difficult college problems. There is little present prospect that these college academies will be abandoned; there is more that they will be governed by strictly academic faculties.

It is becoming more difficult, almost impossible, indeed, to support a high-grade secondary school unless it is either endowed or in the shadow of a college. The most flourishing, independent unendowed academy in the State is under the eaves of the State University.

IOWA CITY ACADEMY.

Prof. William McClain, principal and proprietor of the Iowa City Commercial College, added an English department to his school in 1868. Two years later the English department, separated from the commercial and called the Iowa City Academy, was recommended by the university faculty as a preparatory school for the university. It was the first institution to which that compliment was given, and has been continued on the list of accepted schools to the present time. Prof. McClain maintained the academy at a good standard in all preparatory branches until the time of his death in 1877. His son, then plain Emlin McClain, now chancellor of the law department of the State University, took charge of it for a short time and then sold it to Messrs. Amos and Harmon Hyatt, graduates of the State University. After a few years of vigorous life it passed into the hands of Mr. George A. Graves, a

¹ Proceedings of the North Iowa District of County Superintendents and Teachers, at Clear Lake, June 28, to July 1, 1887, p. 11.

graduate of Dartmouth, who continued it four years and then transferred it in 1887 to Prof. R. H. Tripp, a graduate of Michigan University. Prof. Tripp was principal or superintendent of Kalamazoo schools for twelve years, a professor in Minnesota University three years, and in Central University at Pella six years, twice during the time its acting president by direct choice of the trustees.

The grade of the academy is probably inferior to that of no independent academy in the State; it now numbers about 300. Its location determines its leading feature as a preparatory school for the university, though it aims to offer first-class advantages in its English, normal, oratorical, and musical departments. The demand for such a school insures its prosperity while under its present management and so long as so many high schools are unable to maintain full preparatory courses for college. This academy and the Iowa City high school practically constitute the local preparatory department of the State University, and it is the chief interest of the academy to adapt itself to university needs.

No other location in the State is so favorable for a prosperous and independent secondary school.

ENDOWED ACADEMIES.

There are no well-endowed academies in the State and the inclination to create permanent funds for secondary schools is not noteworthy at present.

DENMARK ACADEMY.

A traveler through the Territory of Iowa, in 1843, could have found no place more promising for an academy in a rural region than on the Denmark prairie. The location was beautiful, healthful; the people were energetic, honest, Puritan, the descendants in blood and in principle of the men who had built Harvard and Yale, who had put schools into the ordnance of 1787, and were planting them in the frontier towns of the northwest.

The scheme for the Philandrian College was dying; men were turning away from its intended site to locate elsewhere; Denmark Academy was born then. Father Turner was its father, as a little later he became the father of Iowa College. He said that "if they could not have the college [Philandrian] they would have the academy." They made a success of it through the energy of Mr. Turner.¹

The first money for it came from the sale of town lots in Denmark, half of which had been devoted to educational purposes by the proprietors of the village.²

¹ Magoun's Asa Turner and His Times, p. 244.

² Those proprietors were Messrs. Timothy Fox, Lewis Epps, William Brown, and Curtis Shedd

The academy was incorporated in 1843 and was the first and for a long time the only incorporated academy in the State, though Thomas H. Benton's select school at Dubuque preceded the academy by several years. Its first decade was not a manifestly drawing one and it remained merely a select school for the village.

The day of Denmark was approaching its noontide in 1852, when Henry K. Edson was invited to take charge of the academy. Father Turner, with his practical good sense and directness, charged the young New Englander to bring with him as his wife one "who was not afraid of a checkered apron and who could pail the cow and churn the milk."

Mrs. Celestia Kirk Edson was one who could and did adapt herself to the period of beginnings. Husband and wife entered the school-room together, on a joint salary of \$600. They met 18 pupils, and only 1 of these came from abroad. The catalogue of 1853 showed 90 pupils in attendance, about half of whom were nonresidents. Academy totals increased from year to year, until 270 were enrolled, 200 of whom came from out of town and from 15 different States.

In their twenty-seven years of labor there, a new academy building, costing \$20,000, was erected, an endowment of about \$15,000 secured, a musical department added, a course of study systematized, 2,300 pupils taught, and a brilliant reputation for the academy and for both Prof. and Mrs. Edson was created. The civil war brought difficulty, but not disaster, to the academy and reduced the number of its annual graduating class to 18. Among the graduates of the Edson régime are Prof. Thomas McClelland of Tabor College, Prof. Henry C. Adams of the University of Michigan, and President C. K. Adams of Cornell University.

Prof. Edson became a member of the Iowa College faculty in 1879.

Several superior instructors have given their best efforts to the academy since 1879, but Denmark is still 8 miles from a railroad station, is still a charming hamlet of charming homes. There are now such high schools as those of Burlington, Fort Madison, Keokuk, and Keosauqua within easy reach, and more distant parts of the State are enriched by similar ones. The endowment has been somewhat increased, the grounds and buildings are worth \$25,000, there are 3,000 volumes in the library; nevertheless its patronage has declined and again become chiefly local though this (its semi-centennial year) is renewing the hopes of its friends.

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DECORAH INSTITUTE.

Superintendent J. Breckenridge was in charge of the public schools of Decorah from 1868 to 1874. During that time students, and especially those of Scandinavian origin, were attracted to those schools in such increasing numbers and from such distant homes by its Danish-speaking principal that Prof. Breckenridge opened a private school in 1874, which is now known as Decorah Institute.

From the first he has been ambitious to do thorough work and to add higher studies only as they should be demanded. His school was restricted to the English branches until recently. Latin and German are now taught.

Into his business department he admits students two weeks free of charge, that they may learn his methods of instruction before they matriculate.

The attendance has increased very steadily, and in 1890 500 students came from 18 different counties and 6 different states.

The tuition fee is \$3 a month. The library fee of 25 cents a term and a penalty of 10 cents for each case of tardiness have paid for over 500 volumes, though the penalty has amounted to but little. Board is furnished to as many as possible by the principal at actual cost, which was \$1.50 a week during the summer of 1890.

CEDAR VALLEY SEMINARY.

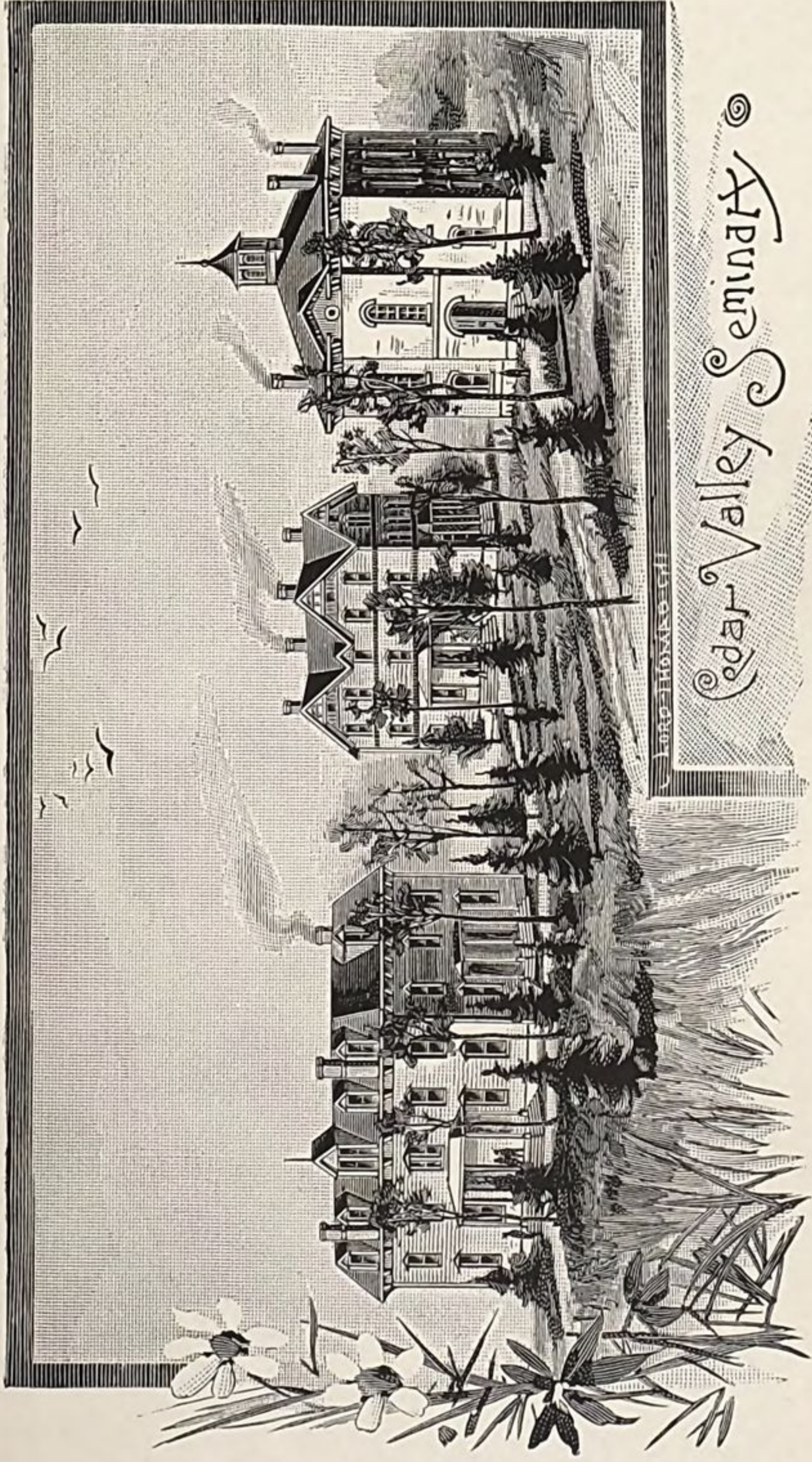
This seminary was founded at Osage in 1862, by Rev. Alvah Bush, A. M., with the coöperation of the citizens of Osage and of the Cedar Valley Baptist Association. Its trustees have been elected by that association. Professor Bush resigned the professorship of mathematics in Upper Iowa University to open this school, January 10, 1863. He met his classes in the (then) new court-house which they continued to occupy six years longer.

The seminary was incorporated in 1867 and the Central Building (a two-story brick structure, 36 by 72 feet) was erected soon after. The ladies' hall (38 by 52 feet and three stories high) was built in 1885, and in 1886-'87 West Hall was added for the accommodation of young men. The campus was enlarged in 1889 by the purchase of a site adjoining it for a science hall, for which the increasing work of the seminary is making urgent demands.

Prof. Bush commenced teaching seventeen young men and fourteen ladies, and remained at the head of the school till his death, June 26, 1881. His successor pays him the following generous tribute:

He was a man of sterling worth, of unusual ability as a teacher, and his noble character, model life, and genial nature made him a universal favorite, and left a profound impression upon the hearts and minds of the 1,200 different students who were from time to time under his instruction and guidance.

The second and only other principal of the seminary, Hon. Alonzo Abernethy, was elected July 30, 1881, and has been noticed already as



Cedar Valley Seminary

CEDAR VALLEY SEMINARY, OSAGE.

superintendent of public instruction, 1872-'76. The prosperity anticipated under his charge has been realized. The seminary has now a productive endowment of \$5,000, beside a \$10,000 estate not yet yielding an income. The number of students in 1889-'90 was 213. Of its 217 graduates many have entered the ministry, and are such men as Revs. A. C. Blacking, Sioux City; A. R. Button, Lamont, Iowa; J. W. Conley, Oak Park, Chicago; W. W. Pratt, Brooklyn, N. Y., and A. B. Coates, Beverly, Mass. Among its other graduates are State Senator J. F. Clyde, W. L. Eaton, esq., Drs. J. W. Whitley and F. W. Chase, and Prof. J. W. Lapham, of Osage; Hon. I. A. Towne, Tacoma, Wash.; the late Prof. D. F. Call, of the Iowa State University, and Miss Leona Call, now a professor in that institution.

The seminary courses of study embrace, among other studies, two years of Greek, three years of Latin, four terms of German, one year each of algebra, geometry, United States history, and general history, and one or more terms of physiology, physics, chemistry, botany, geology, and astronomy. Students intending to teach receive normal instruction, and those preparing for business find facilities for preparation.

Nothing, however, but the high character of the seminary officers could compel the public to believe their statement that \$95 will pay board, room rent, and tuition for a year.

The instructors during 1889-'90 are: Alonzo Abernethy, PH. D., principal, mathematics and moral science; Rev. J. A. Lapham, English grammar and literature; Mary Edith Farr, A. B., Latin and Greek; Mary Ellis Pray, A. M., science and German; Rev. J. C. Pope, A. M., New Testament History and Christian evidences; John E. Whirry, penmanship and assistant in English.

HULL EDUCATIONAL INSTITUTE.

This academy was located at Hull, Sioux County, in 1884, and is under the auspices of the Congregationalists. Among its early friends and its largest financial benefactor is E. C. Davidson, esq. Its first principal was Mr. J. F. Mather, but the development of the academy has been due very largely to his successor, Rev. J. B. Chase.

Its school building is a two story-structure 40 by 100 feet, and (with the grounds) is worth \$7,000. The endowment amounts to \$25,000. The library has been carefully selected and is growing rapidly.

Its preparatory and business courses are two years each, and the classical, scientific, English and normal are each three years long. Provision is made for teaching Latin and German three years; Greek, two years; history, one and a third years; literature (English and American), French, algebra, and geometry, one year; physics, two terms; physical geography, botany, civil government, etc., one term.

The instructors in 1889-'90 were Rev. J. B. Chase, A. B. (principal), modern languages, business; Miss Mary B. Henderson, ancient lan-

guages, English literature; Miss Mate E. Potter, natural sciences, mathematics; Miss Mabel F. Prutsman, normal, history, geology, physiology; Miss Mary E. Bagg, music; Miss Emma Thomas, shorthand and typewriting; Capt. A. L. Burnell, military drill.

Principal Chase has recently resigned.

Other endowed academies and secondary schools.¹

Location and name.	Date of opening.	Denomination.	Number of teachers.	Number of pupils.	Value of buildings and grounds.	Endowment.	Volumes in library.
<i>For boys.</i>							
Waverly, Wartburg College.	1868	Evangelical Lutheran.	4	59	\$13,200	.....	1,168
<i>For girls.</i>							
Dubuque, Visitation Academy.	1871	Catholic	10	103	50,000	.....	500
Dubuque, Young Ladies' School.	1873	None	2	22	.....	.....	.....
<i>For both sexes.</i>							
Ackworth Institute.....	1870	Friends	2	80	3,000	.....	400
Birmingham Academy	1871	None	2	48	2,000	.....	150
Burlington, First German Evangelical School.	1842	Evangelical	1	55	20,000	.....	.....
Burlington, German Evangelical Zion's School.	1864	German Evangelical.	1	50	20,000	.....	.....
Council Bluffs, Western Iowa College.	1884	None	4	370	.....	.....	30
Elkhorn, Danish High School.	1877	Evangelical Lutheran.	4	64	.....	.....	.....
Epworth, high school	1857	Methodist	9	240	15,000	.....	600
Jefferson, academy	1875	.....	5	85	5,000	.....	300
Knoxville, academy	1872	None	1	46	.....	.....	.....
Le Grand, academy	1876	Friends.....	2	54	8,000	.....	600
New Providence, academy .	1869	do	3	99	9,000	\$3,000	175
Newton, Hazel Dell Academy.	1856	None	3	136	4,000	.....	.....
New Vienna, St. Boniface's School.	1850	Catholic	4	250	8,000	.....	.....
Orange City, Classical Academy.	1883	Reformed.....	4	40	7,200	.....	964
Pleasant Plain Academy ...	1876	Friends	2	83	3,000	.....	325
St. Ansgar, academy	1878	Lutheran.....	5	83	5,000	.....	.....

¹ As given in the Report of the Bureau of Education, 1888.

CHAPTER IX.

DENOMINATIONAL COLLEGES.

Iowa colleges have received but little notice in books or in magazines, and that has usually been from the pens of admirers and advocates. A recent magazine article¹ on The State of Iowa will be likely to be quoted more frequently and perhaps more confidently than any other by the future historian. The writer in his discussion of colleges and universities says:

There is no more unfortunate (1) delusion than that which possesses some men who desire to leave their property at their death to charitable and benevolent institutions than to devise a sum for the creation of a college, the amount of which will barely suffice to erect the first building necessary for such institutions, leaving the support of the professors, the establishment of scholarships, the purchase of laboratories, globes and maps, necessary to the conducting of any college, to chance or to solicitation, or to any of the means which may be supposed to supply these necessities of college instruction.

In addition to colleges thus projected, almost every Christian denomination in the State of Iowa has attempted to establish one of its own, and the Methodists, the early pioneers of civilization and religion, possessing the largest membership of any Christian church in the State, have thought it necessary to attempt the establishment of a college for each of its four conferences. The result of this has been in the State of Iowa that the efforts of the friends of liberal education have been divided and (2) paralyzed. The colleges are unable to give salaries sufficient to command the services of (3) competent professors. None of them have the philosophical apparatus which should be provided. All of them are struggling inefficiently, with one or two exceptions. The Congregationalists have in (4) "Cornell University," at Grinnell, a fairly successful college.

The writer of the above, distinguished in ability, usually accurate in information and cautious in expression, had ceased to be a resident of Iowa long before 1889, had taken little share in its later public life, and had given but a passing thought to its educational activities, perhaps nothing more than was necessary for a single address at the State University commencement in 1888.

The average citizen of the State would modify his statements as quoted above somewhat as follows:

(1) Important as it is to call attention to caution in college beginnings, it must be confessed that several "delusions" seem more unfortunate than that one which provides the swaddling bands for an infant institution. Very few colleges in America have begun life with a larger outfit than that. Yale and Harvard certainly did not.

¹ Harper's New Monthly Magazine, July, 1889, pp. 173, 174.

(2) If fewer Iowa colleges had been outlined doubtless those which exist would have been stronger; nevertheless there has never been anything approaching a paralysis of effort for liberal education in the State, and least of all at present. College attendance has been larger and greater additions have just been made to college assets than during any previous quinquennium, while larger single gifts than were ever given to an Iowa college are now pledged and apparently about to be paid into college treasuries.

(3) The competence of professors can be accurately tested only by the most delicate of philosopher's scales. It is well known that richer institutions have evidently been fortunate in winning some professors from these weaker colleges, and that others remain in them because of attractions more tempting than are offered by a mere increase of salary.

Prof. James Bryce, the distinguished English writer, who outranks the famous De Tocqueville in a philosophic view of American institutions, admits that many colleges have been very feeble and that some will probably even surrender the degree-giving power; nevertheless he affirms as follows:

In some of these smaller Western colleges one finds to-day men of great ability and great attainments, and one finds students who are receiving an education quite as thorough, though not always as wide, as the best Eastern universities can give. One who recalls the history of the West during the last fifty years, and bears in mind the tremendous rush of ability and energy towards a purely material development which has marked its people, will feel that this uncontrolled freedom of teaching, this multiplication of small institutions, have done for the country a work which a few State-regulated universities might have failed to do.¹

(4) Cornell University is not in Iowa, though Cornell College is; but this is under the care of the Methodists, and at Mount Vernon. The Congregationalists have Iowa College, at Grinnell.

GENERAL FACTS CONCERNING IOWA COLLEGES.

(1) All have preparatory departments. (2) Most colleges accept students provisionally and without special examination in preparatory studies which are completed in approved high schools. (3) Facilities for the study of art and of music are generally found either in distinct college departments or in close connection with them. (4) All except Griswold College and the Norwegian Lutheran College admit both sexes to college classes. (5) Most of them have women in their faculties. (6) All except Amity College are under denominational auspices; probably none are sectarian in direct teaching or supreme desire. (7) Colleges are passing into the care of their alumni as trustees and benefactors. (8) Several are increasing their requirements for graduation, or making provision for postgraduate study, or doing both. (9) Several are requiring definite postgraduate study for their second degree. (10) Their professors receive small salaries, some of them smaller than they would accept in colleges which have no conspicuous moral purpose.

¹ Bryce's American Commonwealth, vol. II, p. 714.

(11) Whether wise or unwise, the history of most of them abounds in heroisms of self-denial and of philanthropy. (12) Systematic physical exercise has become an object of special interest and effort. Trustees and faculties encourage gymnastics and home athletics, though they are less favorable to inter-collegiate contests. An absorbing ambition for victory, rather than for vigor, has not seemed very conducive to the highest scholarship or even to physical perfection. Nevertheless, the results of inter-collegiate athletics thus far in Iowa have disappointed pessimists and optimists alike.

BAPTISTS.

As early as 1844 the Baptists in their third annual Territorial Association voted "that the establishment of an institution of learning at some eligible point in the Territory by the Baptist denomination is a subject of vast importance, and that it is the duty of this convention to take immediate and vigorous measures toward the consummation of this object."

Eight years later the first Baptist college was founded at Burlington and was called by way of anticipation Burlington University.

I. BURLINGTON UNIVERSITY.

The university was organized and chartered in 1853, and the first college building was erected the next year, three stories in height and 44 by 65 feet. The first annual catalogue was issued January 1, 1855, and reported a faculty of eight teachers and an attendance of one hundred and sixty-seven pupils. That year its interest-bearing fund was said to be \$5,000, its entire property about \$20,000.

From these facts it might be inferred that no college enterprise of that early day was launched on a more tempting sea or under a brighter sky. Some twenty years later it is reported as having an endowment fund of \$20,000, and other property worth \$40,000, with eight teachers still, but with only sixty students in its halls.

Soon after that time it ceased to appear in collegiate lists, and began to be recognized simply as of secondary grade. Recently the property has been used for school purposes somewhat irregularly, and under the title of Burlington Institute.

The high hopes entertained at the opening of the university have not been realized because rival institutions have risen, other educational centers and efforts have enlisted the interest of the denomination, and the public schools of Burlington have been so superior as to reduce its local patronage to a minimum. The school has been closed since 1889; its reopening is scarcely probable. Debts are pressing; its endowment has been impaired; taxes on its unproductive property are heavy; relief is still invisible.

II. CENTRAL UNIVERSITY OF IOWA.

This college was founded at Pella, in 1853, by a convention of delegates from Baptist churches. Its early years were prosperous, if judged by the number of students and the quality of work done. It has never been remarkable, however, for an overflowing treasury. It was feeling the pressure of poverty when the civil war began, and was unable to pay the professors their small salaries. Nevertheless, it was able to send one¹ of them and 124 students into the Army. This patriotic offering was next to the largest, relatively, which was made by any college in Iowa, for it included all her students liable to bear arms. 22 of them fell in the service.

When the war was over the college professor and a good number of student soldiers returned to the college, and the faculty then received such compensation as the tuitions might bring them. Two years later Prof. A. N. Currier was called to the State University. The faculty then made no effort to carry their students beyond the sophomore year, and advised them to finish their course at Iowa City.

About 1870 college debts had been paid and college friends were again hopeful. But a formidable rival was rising in the Baptist College at Des Moines. The university's natural patrons became divided, and, since that time, even able presidents and professors have not succeeded in adding much to its early reputation.

The catalogue of 1890 summarizes the attendance as follows:

College courses	18
College preparatory	27
English studies	50
Business course	7
Biblical course	22
Whole number of different students	103

Its campus and buildings are estimated at \$35,000, and its productive funds are \$40,000. The tuition in the collegiate courses is \$18 a year, and, as stated in its catalogue, lower than at any other first-class college in the State. No student pays one-fourth the actual cost of instruction.

III. DES MOINES COLLEGE.

The University of Des Moines was chartered in 1865. It passed through nearly a quarter of a century of varying (often feeble and nearly always precarious) life, when in accordance with the advice of the National Baptist Education Society the more modest title of Des Moines College was given to it.

The Baptists have been unable thus far to make three colleges a conspicuous success, and the protracted consideration of the question as to what location was preferable has enfeebled all. Denominational

¹ Prof. A. N. Currier.

friends outside of the State have inclined, perhaps increasingly and now strongly, to favor the institution at Des Moines. The Baptist State Convention has given its preference repeatedly to the same institution, and has done it sometimes with an absolutely unanimous vote.

It reported 139 preparatory students in 1875-'76, and 18 others were in college classes. It had then 6 instructors, 2,000 volumes in the library, and a productive fund of \$40,000. Few of its years have been so bright as that.

Its last catalogue contains names of 77 students and only 12 of these in college classes, *i. e.*, 4 freshmen, 4 sophomores, 2 juniors, and 2 seniors. Nevertheless, there is a side brighter than ever before.

The college is out of debt and has property apparently within sight as follows:

Campus and buildings, about	\$80, 000
City lots (lately decreed to it by court)	80, 000
- Nearly completed subscription	100, 000
Pledge by Hon. John D. Rockefeller, Cleveland, Ohio	¹ 100, 000

With such funds at command its records will contain the names of some recent benefactors in terms of highest honor, but none will out-shine that of "Father Nash," by whose efforts it was not permitted to die in its earliest years.

The classical freshmen read Lysias, Plato, and Homer in Greek; Cicero, Livy, and Horace in Latin; take Chardenal's First and Second Course in French, and study solid geometry, university algebra, and plane trigonometry.

Faculty.—H. L. Stetson, D. D., president, mental and moral philosophy; T. M. Blakslee, PH. D., mathematics; A. B. Price, A. M., Latin language and literature; J. P. Stephenson, A. M., Greek language and literature; W. F. Roller, A. B., chemistry and natural sciences; Mrs. J. P. Stephenson, A. M., lady principal, French and German; Miss Frances R. Wheeler, A. B., tutor in English branches; Miss Nellie G. Tyler, music; L. D. Teter, penmanship and bookkeeping; T. M. Blakslee, PH. D., librarian.

CHURCH OF CHRIST (CHRISTIAN).

I. DRAKE UNIVERSITY.

The initial thought and plan for Drake University must be conceded to Chancellor George T. Carpenter and Rev. D. R. Lucas, the former at the time president of Oskaloosa College, the latter pastor of the Christian Church in Des Moines. These gentlemen and others had long thought that the Christian Church ought to found a great university at the capital of the State. Favorable action in this direction was taken at the ministerial meeting held at Altoona, July 14-16,

¹ This pledge is conditioned on raising the subscription fund of \$100,000 referred to above to \$125,000.

1880. Near that time also the University Land Company was organized in Des Moines to purchase, plat, and sell certain lands, and to give to the proposed university a share of the proceeds. The original subscribers to the stock of the company were G. T. Carpenter, E. N. Curl, Ira W. Anderson, F. M. Kirkham, F. M. Drake, James Callanan, N. Haskins, M. P. Givens, B. E. Shepperd, R. T. C. Lord, S. B. Tuttle, F. Meek, T. E. Brown, C. E. Fuller, and J. M. Coggeshall. One hundred and thirty-four acres were purchased within and adjoining the northwest part of the city of Des Moines. The venture was in good business hands and proved profitable to the investors and to the university.

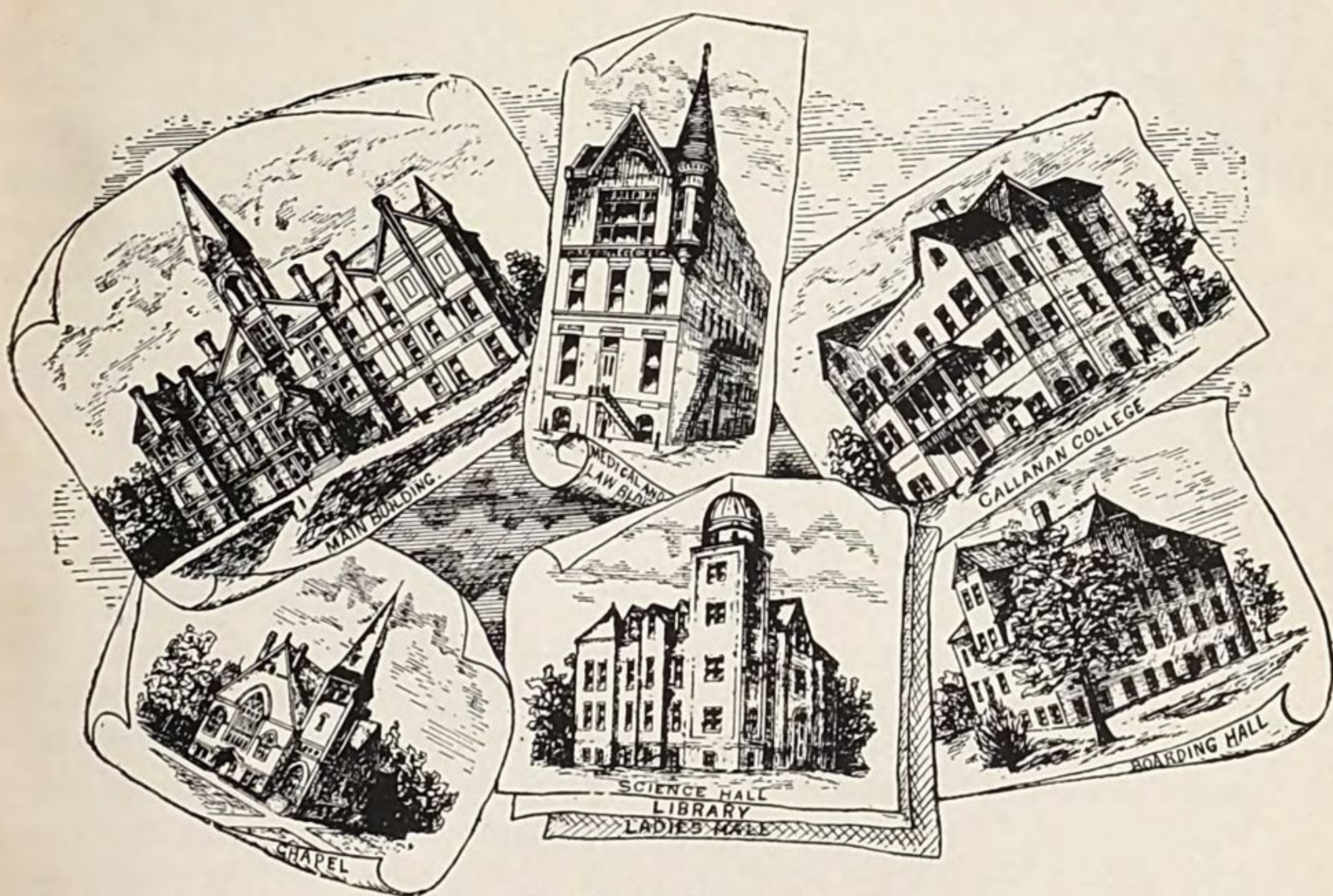
It is probable that a large majority of the ministers and members of the Christian Church in Iowa, as well as of the trustees, faculty, and students of Oskaloosa College, desired to have that institution transferred to Des Moines, but an injunction suit was instituted by those opposed to the change. The friends of the Des Moines enterprise then abandoned the effort to remove the college from Oskaloosa; nevertheless, several of the faculty and a large number of the students removed themselves to the new institution when it was opened in 1880.

Ninety days before that opening the Des Moines institution was literally and figuratively "in the woods." Trees filled the prospective streets of the college plat, and there was neither library, apparatus, museum, building, nor money waiting for the use of college students. The name, Drake University, had been chosen in honor of Gen. F. M. Drake, who had donated \$20,000 to the institution, and has more than doubled that sum since. Yet the treasury was empty July 15, 1880. After that date Ira W. Anderson offered \$5,000, returnable in ten years with a slight advance. The first building was then begun, and the first term of the university was opened in it September 20, 1880, with "some 60 students, most of whom followed the faculty from Oskaloosa."

The collegiate faculty then consisted of George T. Carpenter, A. M., president and professor of biblical literature, and Profs. Norman Dunshie, A. M., ancient languages; Bruce E. Shepperd, A. M., mathematics; William P. Macy, A. M., mechanics, geology, and botany; Lyman S. Bottenfield, English literature; Walter H. Kent, B. S., chemistry and biology; and Benjamin F. Radford, lecturer on Christian evidences. Charles P. Martindale was tutor.

Chancellor George T. Carpenter has served the university almost continuously in the double capacity of chancellor and of president of the college of letters. He has now charge of eight organized schools in the university, as follows:

(1) College of Letters and Science; (2) Bible college, Alvin I. Hobbs, LL. D., dean; (3) Callanan College (normal), William A. Crusenberry, dean; (4) Iowa College of Law, Hon. A. J. Baker, dean; (5) Iowa College of Physicians and Surgeons, L. Schooler, dean; (6) Business College, H. D. McAneney, B. B. S., and M. B. Givens, B. B. S., principals; (7)



DRAKE UNIVERSITY.



ALUMNI HALL, DRAKE UNIVERSITY.

Des Moines College of Music, M. L. Bartlett, dean and director; (8) Art department, Mrs. S. J. Cottrell and H. S. Southwick, principals.

Five courses of study are offered in the collegiate department, three of which lead to bachelor of arts and two to bachelor of science. Most collegiate students take the studies of the freshmen and sophomore years in common, but those of the junior and senior years are largely elective. After two years in preparatory studies the freshmen take trigonometry, analytical geometry, physics, their first general history, and their second year of Latin. In the sophomore year candidates for the degree of bachelor of arts begin Greek and may continue it through their course or drop it at the close of the junior year. Latin may be taken either two, three, or four years in the classical course, and French or German may be studied three years in the philosophical course.

Provision is made for those who may wish to take a course of post-graduate study. The expenses will be moderate; the facilities of the university will be at their command.

Of the courses of study the officers of the institution say:

It is believed that the scheme adopted embraces the following advantages: (1) It offers a thorough English course, under the instruction of skillful teachers, to a large number of young people who can not enjoy such a course in the public schools. (2) The study of the Latin and the Greek is begun at a time when the advancement of the student will insure better results, and when the advantage of such studies is more readily conceded by him. (3) A certain amount of rigorous mental drill is necessary to a broad development, which drill is, by common consent, best secured through a study of the classics and higher mathematics—the distinctive studies of the first two years of the collegiate course. (4) The just demand for elective studies is met by the elective courses, in which the student is permitted to follow his preferences, thus to a degree fitting himself for what he is most likely to follow in the future. (5) While the above scheme of studies may seem to be, and is, radically different from those in general use, yet the length of the scheme, the essential factor in all mental development, is really increased and the requirements for graduation are more exacting; even in the Greek and Latin the number of credits required are quite equal to that usually demanded. (6) The special facilities offered to those desiring to do special work after graduation are very inviting, and can be enjoyed at comparatively little cost.

The total university and collegiate attendance has been as follows:

	Univer- sity.	Collegi- ate.
1880-'81.....		11
1881-'82.....	270	26
1882-'83.....	282	27
1883-'84.....	324	31
1884-'85.....	340	41
1885-'86.....	395	53
1886-'87.....	434	74
1887-'88.....	505	107
1888-'89.....	735	118

The university buildings and grounds are valued at \$100,000. The total endowments amount to about \$175,000. Callanan College was organized in 1880, and has been maintained until recently as a female college. Its founder is Hon. James Callanan, and its principal was Rev. Dr. C. R. Pomeroy until it became a part of Drake University.

No institution in the State has equaled Drake in the enlargement of its assets and in the increase of its numbers during its first decade. Its library, apparatus, and museum are already noteworthy.

The recent success of Drake University is indicated by its enrollment in 1892-'93, as follows: In the college of letters and science, 264, of whom 4 are post-graduates, 120 undergraduates, and 140 preparatory and irregular students; in the college of medicine, 54; pharmacy, 21; art, 38; music, 109; oratory, 108; normal, 358; bible, 104; commerce, 56; law 48. The actual enrollment of different students is 907.

Bibliography.—University catalogues. Des Moines newspapers. Iowa Normal Monthly, XII, pp. 352, 361, 362. Christian Evangelist.

II. OSKALOOSA COLLEGE.

Rev. Aaron Chatterton is remembered as leader among the earliest advocates of Oskaloosa College. His work for it began in 1855. The college was incorporated in 1858, but classes were not organized until 1861. Rev. George T. Carpenter and his brother, W. J. Carpenter, were its first instructors. The college seemed to flourish while it remained the only one in the State in the special charge of the Christian denomination, although an endowment was raised and lost during that time. About 1880 some began to think that greater advantages of location were offered at Des Moines, and in 1881 an important part of the faculty and students withdrew from the college and connected themselves with the opening institution at the State capital.

This change was a serious blow to Oskaloosa College. Seven years before that time 200 students were in attendance and 16 of them were in college classes, and five years before its buildings and grounds were said to be worth \$50,000 and the amount of its productive funds was \$30,000. In financial matters the year, 1889-'90¹ is said to have been unsurpassed by any recent year, and the buildings and grounds are now valued at \$35,000 and the productive endowment is \$34,600,² and it is thought that it can "easily" be made \$75,000. The number of students enumerated in the catalogue of 1889-'90 is 173, 18 of whom are in collegiate classes.

The studies of the freshman year in the classical course are Greek (from the alphabet to the Anabasis), Latin (from Virgil to Cicero), mathematics (trigonometry to surveying), botany, and English classics.

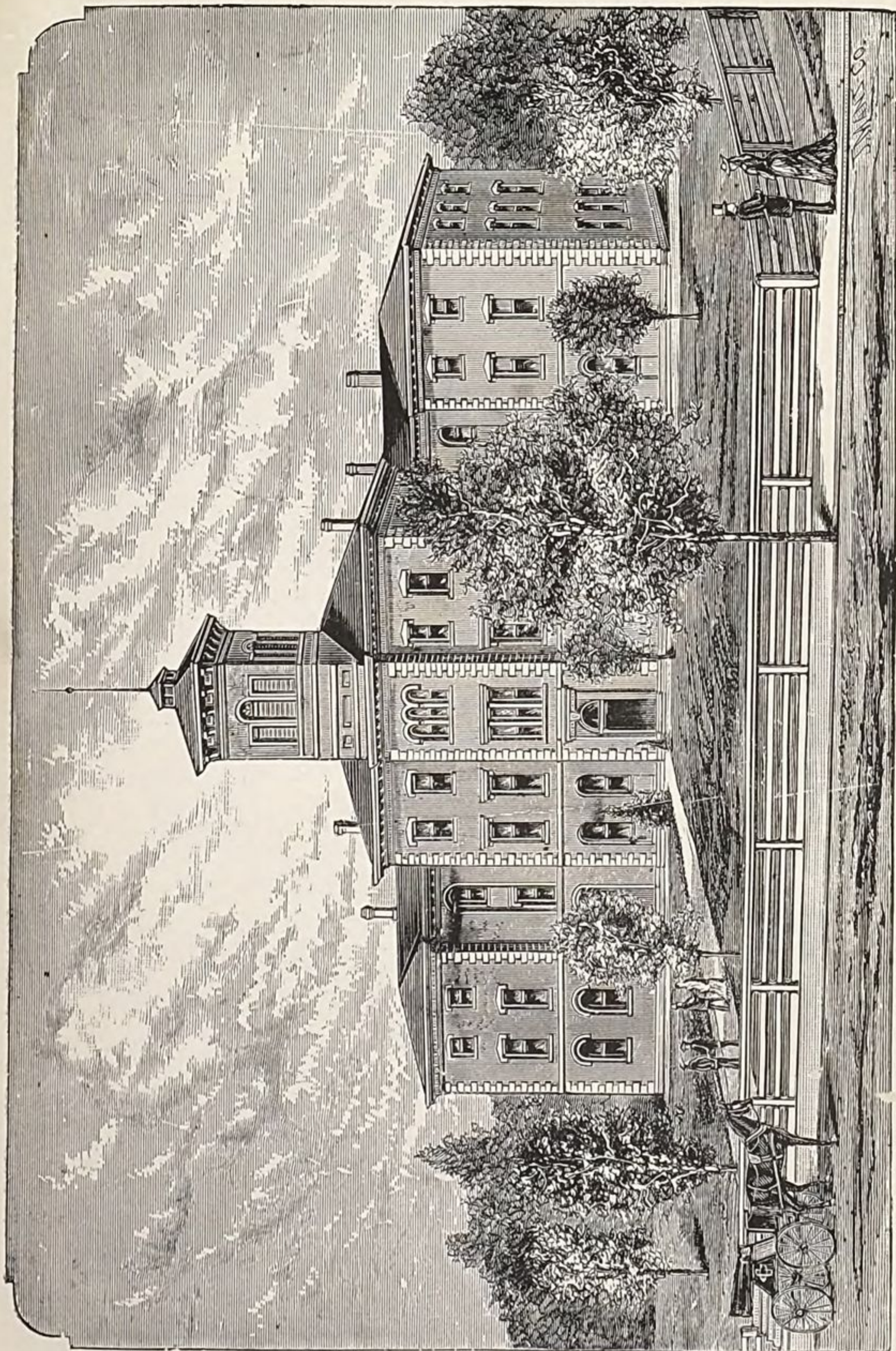
The library contains 4,000 volumes; the museum, reading room, and laboratory are fairly well supplied.

The college enjoys the honor of furnishing itself a president from its own alumni, A. M. Haggard, A. M., and also five of its own professors, and of sending others to professorships in Drake University, to Garfield College, Kansas, and to other positions of influence.

It has graduated 32 classicals, 33 scientifics, 18 in biblical studies, 6 in modern classics, and 11 normals.

¹ The last year included in this notice.

² All of which has been raised since 1879.



OSKALOOSA COLLEGE.

The elements of promise are largely in the active loyalty and in the success of the alumni in increasing the endowment, in the growing income from the endowment, and in the enlarging numbers in attendance.

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CONGREGATIONAL.

There are two institutions sustained by the Congregationalists of Iowa.

I. IOWA COLLEGE.

The Iowa College of to-day has grown from four separate germs of thought and out of two different institutions, viz: Iowa College and Grinnell University, and through the early coöperation of Presbyterians¹ with Congregationalists.

In 1843 eleven Andover graduates entered Iowa, intending to preach and to found a college. In Denmark, at one of their first meetings with Iowa men, they discovered that the college idea had preceded them. It had sprung up on Iowa soil in the mind of Rev. Asa Turner (Father Turner, as he was called later), and had been formulated in 1842. They met Rev. Reuben Gaylord here also, who had been a member of an Iowa Educational Association in Yale, which was organized in 1837-'38 "to establish upon a firm basis a college for the future State of Iowa."²

These men, everyone of them, might have sat for De Tocqueville's picture of an American pioneer who "penetrates into the wilds of the New World with the Bible, an ax and some newspapers," for they brought all these in their hands as well as the college in their heads.

The question of location was a hard one for the first of existing colleges in Iowa. Who could tell where cities would spring up on treeless and almost trackless prairies, or where great thoroughfares would stretch away westward from hamlets on the Mississippi where there was scarcely a single white man's cabin between them and the Pacific? But the question of money was perhaps hardest of all, and the location must secure money. From the little group of houses then called Davenport came the offer of \$1,400 to have the college located there, and Davenport won it. That sum seems small, yet it was just 1,400 times as large as the first (and many other) donations made to the college.

An incorporation was effected in 1847, and the trustees proceeded to plan and erect a building which, as they said, "shall be a permanent college building in good taste, and when enclosed shall not exceed in

¹The Presbyterians abandoned the enterprise in 1852.

²Magoun's Asa Turner and His Times, pp. 241-243.

cash the sum of \$2,000." A day of small things and a day of cautious honesty. Debts were avoided; bills were paid—this was eminently the policy of Rev. Julius A. Reed.

The work of instruction was begun in November, 1848, under the charge of Prof. E. Ripley, at a salary of \$500. During the ten succeeding years the college prospered so far as to enroll 139 students in one year and more than 1,000 during the whole time, and to demand the services of four professors, though it graduated only ten young men. It was then deemed best to remove to a more central place in the State, and its present location in Grinnell was chosen.

There were three considerations attracting to Grinnell: (1) It was reasonably central; (2) it was probable that a Congregational college would be sustained there even if Iowa College should be located elsewhere; (3) college property valued at from \$36,000 to \$44,000 was offered to the older college if it should be located there, and was eventually transferred to it.

The receipts from the sale of town lots in Grinnell had been devoted from the first to an institution to be called the Grinnell University. A college building also had been carried well on toward completion. The studies in the high school of the town had been arranged so as to serve as the preparatory course for the prospective university, and students from other towns were in advanced classes with those from Grinnell, contemplating a full college course.

The university was merged in the college, for although the latter brought only about \$9,000 in endowments to Grinnell, it had a small library, the prestige of its completed college classes, the experience of its trustees, and the expressed and implied promises of assistance from a group of Eastern friends.

Instruction under the auspices of the college trustees was commenced in Grinnell September, 1859, and the first freshman class (delayed somewhat) was enrolled in 1861.

The first president, Rev. George F. Magoun, was elected in 1862, and entered upon his official duties in 1865. He then joined a faculty, consisting of L. F. Parker, in college service from 1859 to 1870, and again from 1888 to the present time; Carl W. Von Coelln, 1863-'69; Samuel J. Buck, from 1864 continuously till now; Henry W. Parker, 1864 to 1870, and again from 1879 to 1888; Charles W. Clapp, 1864-'71, and Mrs. Sarah C. Parker, lady principal, from 1862-'70. Before that time Revs. J. A. Reed, S. L. Herrick, and S. B. Goodenough had occupied chairs in the institution in Grinnell, and had resigned. The aggregate value of college property was then estimated at about \$100,000.

THE COLLEGE IN AND DURING THE WAR.

The first graduating class in Grinnell left the college a few months after the arrival of Dr. Magoun. Its course had spanned the period of the civil war, and only three of its original twelve took their diplomas



IOWA COLLEGE.

from the college in 1865, while four others about that time received their discharge from veteran service in the Army, one had died in the hospital, and one had fallen on the field. Only two failed of a share in some department of the great struggle.

Again and again classes were shattered by enlistments, and in 1864, one of the professors entered the Army, and only two male students were left in the college at commencement, and they were too young to enlist. Some of the young ladies hastened from that college platform to do the work of their absent brothers in the harvest field.

The student-soldiers had their share of military honors in lieutenancies, captaincies, and adjutancies. A marble slab on the wall of Alumni Hall bears the names of twelve who sacrificed their lives for their country.

DR. MAGOUN'S PRESIDENCY, 1865-'84.

Four days after Lee surrendered at Appomattox Court-House and a few weeks after President Magoun took up full college work, ex-Governor and then Senator James W. Grimes wrote to his wife:

Among other strange things that I have done, I gave this week 640 acres of land, worth, I suppose, about \$4,000 to \$5,000, to the Congregational College at Grinnell. I thought I would administer thus far on my own estate. The college is overrun with students, and I fancied that as good use would be made of it in this as in any other way.

This donation proved to be worth \$6,040 and now constitutes the Grimes foundation, and is to be applied to the maintenance of four scholarships for the benefit of "the best scholars and the most promising in any department who may need and seek such aid, and without any regard to the religious tenets or opinions" of the applicant.

On this point Dr. Magoun has said:

This foundation is the largest charity fund belonging to Iowa College. It has been and it is to be of great service to deserving young persons of both sexes. The first expression of special interest in the college made to me by Mr. Grimes was on the occasion of its removal from Davenport to Grinnell, in 1858. He said that a rural village is a far better place for such an institution than a business town. In 1864 the trustees made me a committee to secure an address from him at commencement. He replied to my solicitation that discoursing on education was entirely out of his range. Being further urged and assured that he would be heard with interest on public questions, he said that Senatorial duties so absorbed his time and strength as to render preparation for a commencement address impossible. He added, "but I can do something else of more service to the college than to make a harangue at commencement."¹

The college was overrun with students in 1865, not because there were absolutely so many, but because accommodations were so meager. It is true that the college had been steadily enlarging; its rooms were well filled with students, but enlarging numbers demanded still enlarging means. President Magoun came just in time to render much-needed aid.

¹ Salter's Life of James W. Grimes, p. 277.

His own summary of his administration is given concisely in the life of one of the college trustees.

It was a sore struggle for years after [his inauguration] to keep the vessel afloat. Besides cares at home, teaching often five hours a day, and doing State work, the president had to obtain funds for current expenses, endowments, buildings and fixtures, with library books. Half a dozen city pulpits and three college presidencies made advances to him, besides other enterprises—all with large salaries in promise. In 1871 the building most used burned down; in 1882 all the buildings and contents were destroyed by tornado—the most complete college destruction ever known. The faculty had increased to 15, the attendance to 350. Within a few hours in both cases Dr. Magoun announced that no recitations would be interrupted. In the latter case the academy lost 50 students; the college proper, none. It now had in the latter department more than any Congregational college west of Ohio, 112 graduates—there are college presidents and professors among them—and had taught over 4,000 youths.

In eighteen months after the tornado everything was rebuilt far better than before, with an additional building; in two years funds for a fourth had been provided, and the college property amounted to between three and four hundred thousand dollars. Foundations for largely increased success had been laid. In 1884—after twenty years' service—Dr. Magoun resigned the presidency, retaining the professorship of mental and moral science.¹

Though Dr. Magoun has now withdrawn entirely from college work, he is still active as a writer, speaker, and officer in the higher Congregational circles. Facile and forceful with pen and tongue, his life has been conspicuous and useful. The alumni have presented his bust to the college library, and friends of his have practically completed a "Magoun fund" of \$10,000 for the college, the proceeds of which he is to receive during his lifetime.

PROFESSOR SAMUEL J. BUCK, ACTING PRESIDENT, 1884-'87.

The professor senior in service was made acting president in 1884. He had secured subscriptions in Iowa, in small sums, amounting to \$20,000 by a canvass of six months, and has been prominent among Iowa teachers for twenty years.

The enrolment, total and strictly collegiate, for the year before and during the time of his presidential service, was as follows:

	Total.	In college classes.
1883-'84	301	54
1884-'85	323	114
1885-'86	374	141
1886-'87	431	187

At the close of that service Mr. Alonzo Steele, of Grinnell, gave \$20,000 to endow his professorship.

¹ Dr. Magoun's Asa Turner and His Times, p. 277.

THE PRESIDENCY OF REV. GEORGE A. GATES, 1887.

George A. Gates, born in Vermont, a graduate of Dartmouth and Andover, a pupil of Godet, Christlieb, and Lotze, came to Iowa from a New Jersey pulpit at the age of 36. Since his connection with the college attendance, as given in the annual catalogues, has been:

Years.	Total.	In college classes.
1887-'88	438	216
1888-'89	541	258
1889-'90	588	289

The financial condition of the college may be summarized thus:

Grounds and buildings.....	\$150,000
Productive endowments.....	271,000
Nonproductive pledges	45,000
Scholarship fund	27,000
Annual tuitions.....	8,100

The sum of \$200,000 has been added to the assets since June, 1887. The largest item in the list of beneficiary funds is \$10,000, provided by Hon. E. A. Goodnow, of Massachusetts, and the next largest is the gift of \$6,040 by Governor James W. Grimes. The income of the scholarship funds is so allotted as to aid 40 students who are the most promising and needy, the children of missionaries, or those preparing for the ministry. The gift of \$1,000 by Mrs. Elizabeth S. Grimes, wife of Governor Grimes, was for the benefit of young ladies in the college classical course. The Ladies' Education Society in the town has a fund of \$2,000 to loan to worthy young ladies in college, which is not included in the college assets given above.

The library contains 17,500 volumes.

The conservatory course requires from two to four years, and the didactic course, one year.

The preparatory requirements for the classical course are as follows:

- I. Physiology, physical geography.
- II. Arithmetic, algebra, geometry (each completed.).
- III. History of United States; general history one year; civil government.
- IV. English grammar and elementary rhetoric.
- V. Latin:

- (1) Grammar; composition (Daniell's Latin Composition, parts I and II, is recommended).
- (2) Cæsar, four books.
- (3) Cicero, five orations.
- (4) Virgil, eclogues and six books of the Æneid.

VI. In Greek the ability to read the New Testament at sight.

It is preferred that the preparation for the scientific course be identical with that for the classical; but additional Latin may be taken in place of Greek, or substitutes may be presented for Latin (4) and Greek. Latin (1) (2) (3) is required of all candidates.

For the literary course the same requirements are made as for the classical, except that work in English may be substituted for the Greek.

The freshman studies are as follows:

Classical course.	Hours per week.	Scientific course.	Hours per week.	Literary course.	Hours per week.
Greek	4	Chemistry	4	Latin	4
Latin	4	Mathematics	3	English	3
Mathematics	3	English	3	French	3
Chemistry	3	French	3	Mathematics or chemistry.	3

In college proper students may devote three years each to Greek, Latin, French, German, English literature, and mathematical studies; two to history, political science, mental and moral science, chemistry, etc

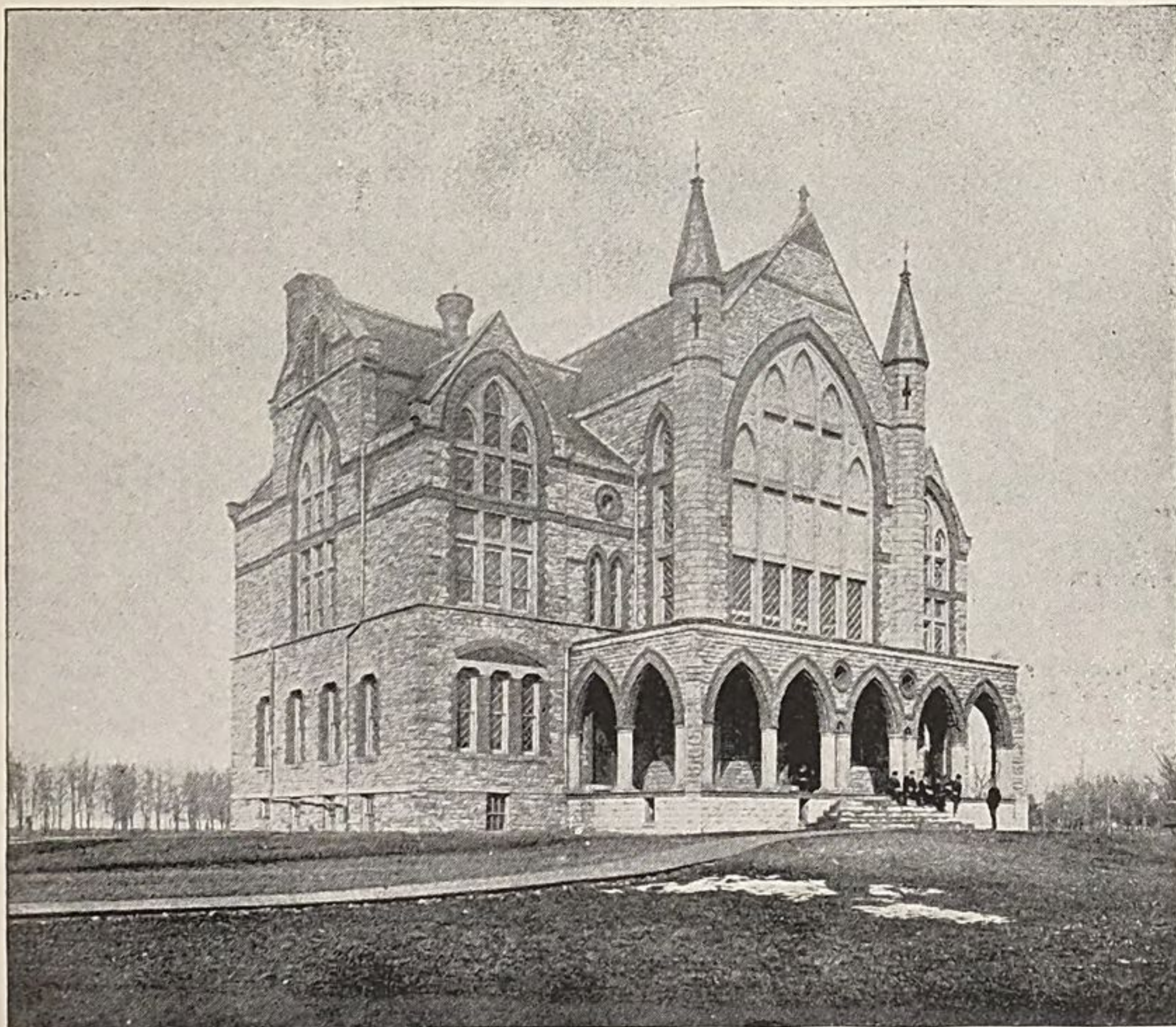
A student in a degree course may be enrolled on the "honor list" in a certain line of study who attains (1) a good standing in his general work, and (2) a high standing in every term of the course in his honor study, and (3) who does the equivalent of a year's extra work in that particular line.

Among the college alumni are H. H. Belfield (1858), director of the Chicago Manual Training School; Irving J. Manatt (1869), consul at Athens, Greece, and late chancellor of Nebraska State University; Jesse Macy (1870), author of *Our Government*, etc., now passing his twenty-ninth year as student or professor in the college; Henry C. Adams (1874), professor of political economy in Michigan University and statistician of the Interstate Commerce Commission; and Albert Shaw (1879), American editor of the *Review of Reviews*.¹

¹Since 1890 the funds of the college have been enlarged by \$85,000 from the estate of Mr. Cornelius B. Irwin, late of New Britain, Conn., and by \$10,000 from Mrs. E. D. Rand, of Burlington, as an addition to her previous gift of \$25,000 for the endowment of the chair of Applied Christianity. Rev. Geo. D. Herron, D. D., is the first occupant of that novel chair. It is expected that he will be the college preacher, and that he will lecture on special phases of social science and of industrial relations.

A movement for the erection of a Y. M. C. A. building is in progress. The students alone have subscribed over \$10,000 for the object, an amount said to be unequalled by any similar body pro rata in the country. The entire cost of the building is estimated at \$45,000.

The faculty and instructors in 1892-'93 were as follows: George A. Gates, D. D., president; Samuel J. Buck, A. M., mathematics and physics; Willard Kimball, M. S. B., director of the conservatory; Jesse Macy, A. M., constitutional history and political economy; Leonard F. Parker, A. M., history; Moses S. Slaughter, Ph. D., Latin; Walter S. Hendrixson, A. M., chemistry; J. Fred Smith, A. M., principal of the academy; Raymond Calkins, A. B., modern languages; Newton M. Hall, A. M. English language and literature; James Simmons, jr., A. M., biology and geology and curator of the museum; John H. T. Main, Ph. D., Greek; Mary Haines, A. B., preceptress in the academy, instructor in Greek and Latin; Edith Druise, B. L., instructor in modern languages; Samuel A. Jacobs, A. B., instructor in academy; Siveri L. Ringheim, elocution and physical culture; Susie Scofield, piano; Emily Perkins, piano; Theo. Chr. Rude, violin; John Randolph, voice culture; Alfred V. Churchill, director of the art school; J. M. Chamberlain, librarian; and Arthur Jones, C. A. Palmer, F. V. Hollenbeck, A. L. Lawrence, W. R. Raymond, and Clara M. Spencer, assistants.



BLAIR HALL, IOWA COLLEGE.



GOODNOW HALL, IOWA COLLEGE.

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II. TABOR COLLEGE.

A little group of apparent heretics among Congregationalists, ultra-ists among politicians, and fanatical friends of education settled in Tabor in 1852. Poor, as pioneers usually are, they incorporated Tabor Literary Institute two years later, and opened the academy three years after that time. The distinctive college movement took form in 1866, some time after the popular thought of "Tabor heresy" had become a dim memory, and after the civil war had placed the dominant party in the State in line with Tabor's political ultraism.

In that community water was always deemed a better beverage than wine, and the town was very near "bleeding Kansas" in antebellum days, so near in sympathy and in distance as to be a frequent home for John Brown and his friends. This fact was a source of danger for a time and of advantage later. As might have been anticipated, at three different times during the civil war every student who was liable to military duty went to the front.

Normal training received marked attention early, and the schools near there were greatly improved by the influence emanating from the college. Nearly half of its students have taught more or less.

Expansion, however, was slow; railroads missed Tabor; the town seemed quite inaccessible. Tuitions were low, tuition receipts were small. Although the gifts from the town and vicinity were small absolutely, they were large when measured by the incomes of their donors,¹ yet the teachers' salaries were small enough to enable the college to keep out of debt. Friends at the East gave material aid through the solicitations of President William M. Brooks, the only president Tabor ever had, and a solicitor so good that it has been said that his ultimate home must certainly be in Abraham's bosom.

Among its most useful friends (besides its president), two of its founders should be mentioned, Rev. John Todd, its formative spirit, and George B. Gaston, who gave it financial assistance² and priceless

¹ President Brooks has said: "If any community in this country has ever given for any public object so large a part of their means as the people of Tabor have given to Tabor College, it has never been published or has escaped my notice." Minutes of General Association (Congregational) held at Des Moines, 1890, pp. 95, 96.

² With property assessed at \$4,004, real value possibly \$10,000, he gave \$2,000 and a note for \$2,000 more with interest at 8 per cent. Two years afterward he paid his note rather than see the college go in debt, though he borrowed the money at 10 per cent in order to do this. (Story of Tabor College, p. 7.)

personal service. The memory of Prof. Johnson Wright is cherished by all early students for his influence on thought and character; others still living have a place beside him. Among nonresident donors Henry J. Steere, of Providence, R. I., stands first for the magnitude of his gifts, \$5,500 while living and a legacy of \$50,000. Seventy-two thousand dollars were added to the assets of the college within the year 1889-'90. The spirit of sacrifice for the college still permeates the town and the faculty, and a new railroad makes access to it easy.

When college work was first contemplated there President James H. Fairchild, of Oberlin, said that the effort would "make somebody's bones ache." Several have realized the fulfillment of the prophecy; some are realizing it still. The results of that labor were never more satisfactory than in 1890.

The college has five buildings, a library of 5,000 volumes, a museum containing 12,000 specimens, eleven professors and instructors, besides teachers in the art and business departments. The faculty has been materially strengthened during 1891-93, its college course enlarged, its college work specially emphasized, and its endowment increased.

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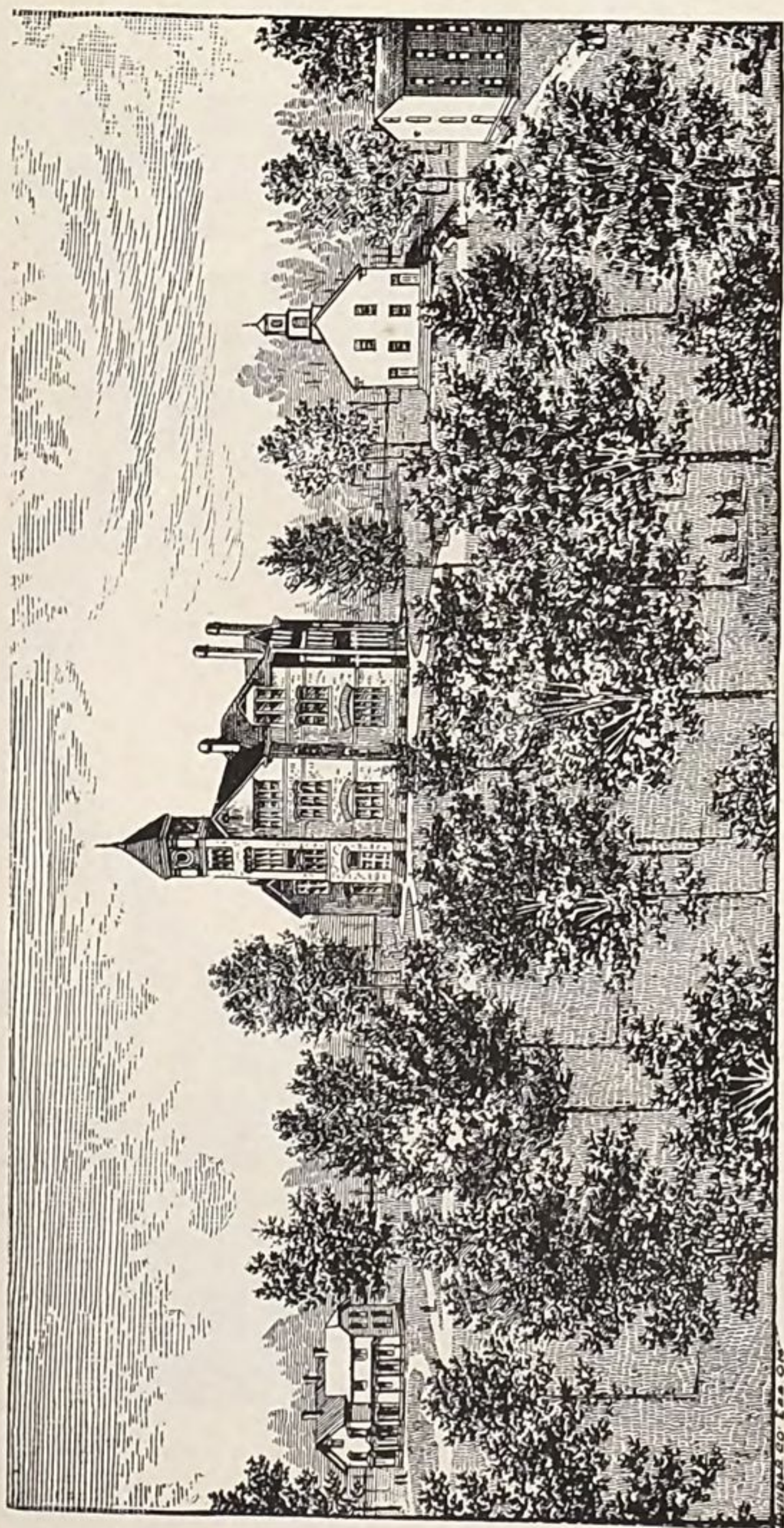
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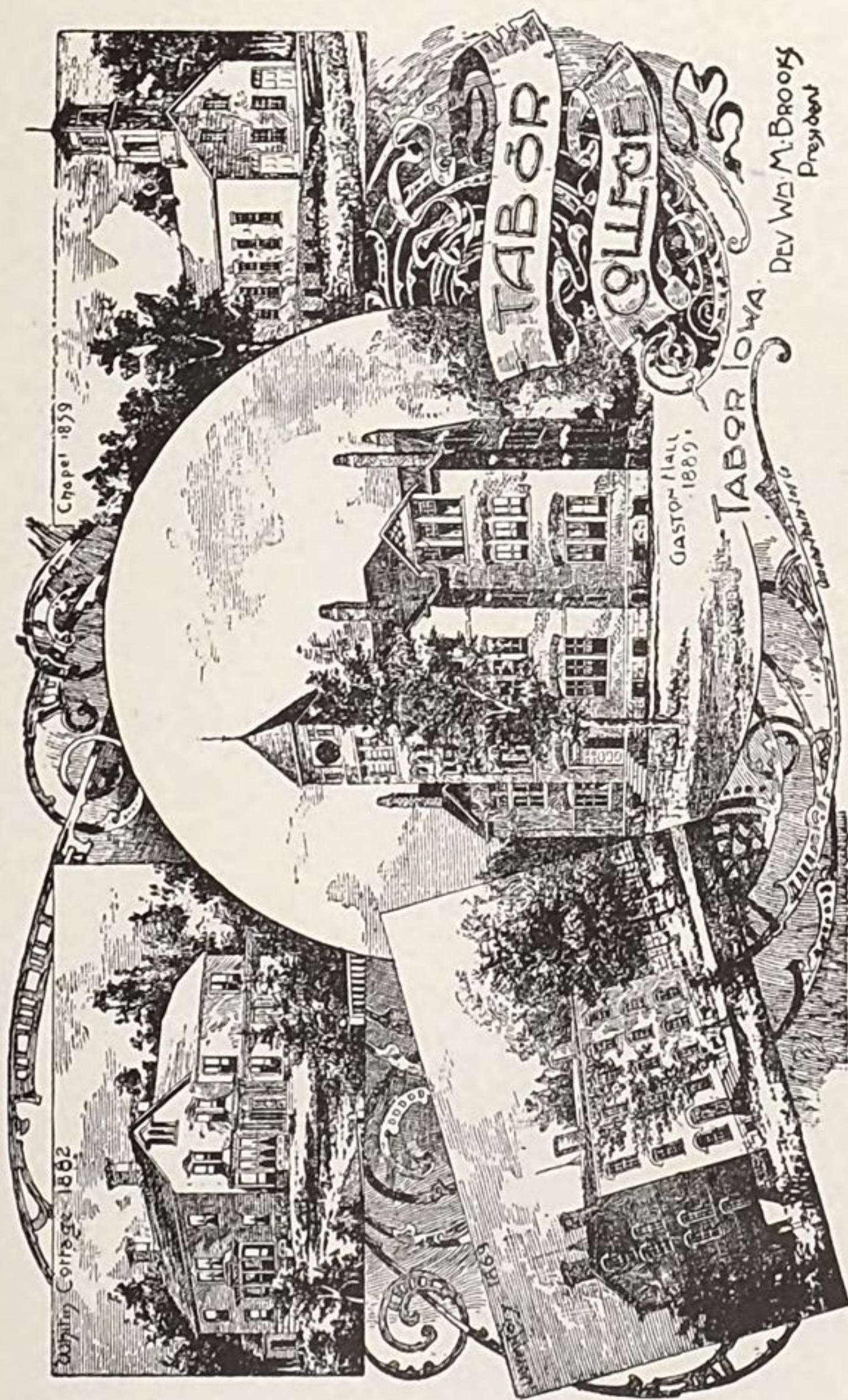
GRISWOLD COLLEGE.

Griswold College (at Davenport) comprises the various institutions known sometimes as "Bishop Perry's Schools." It consists of four departments accommodated in four different and elegant buildings, as follows: The diocesan school for boys, in Kemper Hall; the diocesan school for girls, in St. Katharine's Hall; the collegiate department, in Wolfe Hall, and the theological department, in Lee Hall.

The college was founded in 1859, when the Iowa College property was purchased by the Rt. Rev. Henry Washington Lee. The preparatory department was opened in December of that year in the building then bought, though that was subsequently occupied by the collegiate department. The diocesan school buildings were first used for collegiate purposes in 1885. Wolfe Hall was named in honor of one of the earliest and most liberal of the college donors, John David Wolfe, esq., of New York, and Kemper Hall was so called in memory of Bishop Kemper, the first Episcopal missionary bishop of the Northwest who had jurisdiction in Iowa.



TABOR COLLEGE.



REV Wm M. Brooks
President

TABOR COLLEGE.

Griswold is designed to be the one church college for the territory between the Mississippi and the Rocky Mountains, an arrangement to that effect having been agreed upon by the different bishops of that region.

The entire real estate of the college (including buildings) is estimated at about \$325,000, and the productive endowment is \$80,000.

The boys' school is the preparatory department of the college, but, in addition to preparatory studies, military drill and industrial instruction have been introduced. The industrial rooms are furnished with a steam engine, lathe, carpenters' benches, drafting tables, etc., so well furnished, indeed, that Prof. Jameson, of the State University, is said to have ventured the statement, "No school in all the land, excepting the Boston school of technology, is so well equipped for the work as this."

A course of seven years is provided in St. Katharine's Hall, beginning with low elementary studies and bifurcating toward the end so as to make a scientific course without Latin, and a classical course without Greek. The chief scientific substitutes in the scientific course for the Latin of the classical, are physical geography, botany, zoölogy, physiology, astronomy, physics, and chemistry. Students in this hall can take four years of French or German, two and a half of history, one and a half of English and American literature, etc.

The course in arts in the college proper extends through four years; the course in science is one year shorter.

The following are the freshman studies in the classical course:

Advent term.—Greek (five hours a week), Homer: *Odyssey*, three books. History. Latin (five hours), Cicero: *De Senectute*. Livy: Book I. Latin Composition. Mathematics (five hours), algebra: Undetermined coefficients, series, binomial theorem, logarithms, theory of equations. Geometry of space begun.

Easter term.—English (two hours), Study of Words (Trench). Theme: Subject from American history. Greek (4 hours), Homer: *Odyssey*, two books. Herodotus. Greek composition. History. History of literature. Latin (four hours), Horace: *Satires*, *Odes*, and *Epodes*. Pliny: *Epistles* (extempore translation). Latin composition. Mathematics (five hours), Geometry of space finished. Plane and spherical trigonometry. Surveying, with field practice. Navigation. Elocution, exercises in voice building and articulation.

The following are the studies in the first year of the college scientific course:

Advent term.—English (2 hours a week). Hill's *Rhetoric*. Exercises in grammatical criticism and in literary analysis. Themes. French (3 hours), Grammar to the Irregular Verb (Keetels). *Les Prosateurs Français* (Roche) begun. German (4 hours), Grammar, through the Irregular Verb (Cook's Otto), with selected ballads. *Bilderbuch ohne Bilder* (Andersen). History (2 hours). Outlines of history (Freeman's General Sketch). Mathematics (4 hours), spherical trigonometry. Surveying, with field practice. Navigation. Analytic geometry. Lectures on the transcendental and higher curves.

Easter term.—(Sixteen hours required). Botany (3 hours, second half of term). Elementary Botany (Gray). English (1 hour). Whateley's *Rhetoric*. Analysis of arguments. Themes. Ethics (2 hours). Haven's *Moral Philosophy*. French (2 hours). Grammar finished. *Les Prosateurs Français* continued. Conversation.

Lectures on the language and its literature. German (3 hours). Grammar finished. Reader of German Literature (Rosenstengel): Lyric Poems and Ballads. Wilhelm Tell (Schiller). Lectures on the language and its literature. History (2 hours) History of the United States (Eliot). Mechanics (3 hours, first half of term). Analytical Mechanics (Peck). Recitations and lectures.

The college library contains over 6,000 volumes. The cabinets for geology, mineralogy, conchology, and kindred subjects are said to constitute "the finest collection in the West."

Rt. Rev. William Stevens Perry, D. D., LL. D., D. C. L., is *ex officio* head of the theological department, and Rev. C. H. Seymour, S. T. D., is president of the college.

FRIENDS.

I. PENN COLLEGE.

Penn College, at Oskaloosa, is a college phoenix from the ruins of Spring Creek Academy, which was erected 4 miles east of that city under the auspices of the Iowa Union College Association of Friends. The west wing of the structure now occupied by the college, was built in 1872 by that association. The school then opened in it was transformed into Penn College the next year.

The college was under the direction of John W. Moody, A. M., B. C. L., four years; of William B. Morgan, A. M., C. E., two years, and of Benjamin Trueblood, LL. D., ten years, until 1890. President Trueblood passed from the presidency of Wilmington College to that of Penn, and out of the latter into the service of the American Arbitration and Peace Society to establish peace societies in Europe. Absalom Rosenberger, A. M., LL. B., a graduate of Earlham College, and of the law department of Michigan University, is now president *pro tem*.

The college has prospered steadily from the first. It has been the good fortune of Penn to have had several excellent professors (as well as presidents), and among later additions two are specially mentioned, Prof. Erasmus Haworth and Prof. W. L. Pearson. Prof. Haworth graduated at the University of Kansas and then received the degree of doctor of philosophy from Johns Hopkins University after careful study of microscopic petrography. He has made valuable contributions to chemical and to geological science. Prof. Pearson is an alumnus of Earlham College. He held a Hebrew fellowship at Princeton and took his master's degree there in 1885. After further study at Berlin University he accepted the alumni professorship at Penn, and excited a very marked interest in the modern languages. He was transferred to the new chair of biblical literature and exegesis in 1891.

Penn has graduated 33 scientifics, 37 classicals, and 5 philosophicals. Although it has been only eleven years since the first class took their degrees the alumni are in leading positions as lawyers, physicians, clergymen, and in legislatures. From these Penn has invited Rosa E.



PENN COLLEGE, OSKALOOSA.

Lewis, B. S., A. M., to its professorship of history and literature, and S. M. Hadley, B. PH., A. M., to its professorship of mathematics; Wilmington College, Ohio, has called Reuben H. Hartley, A. B., A. M., to its chair of Greek, and another alumnus, C. L. Michener, A. B., A. M., is professor of Greek in Haverford College, Pennsylvania.¹

The following facts give some further indication of the progress and the prospects of Penn College: (1) A chair of Greek and the department of music have just been established. (2) The citizens of Oskaloosa have recently give \$10,000 for the enlargement of the college building. (3) Within two years \$77,000 have been paid or pledged for its endowment fund. (4) Five academies in Iowa and several in other States have been made directly tributary to this college. (5) The Friends now regard Penn as their special educational institution for the Northwest, as Earlham, in Indiana, and Haverford, in Pennsylvania, are preferred for the region farther East. During the years 1891-'93 the college has acquired the use of a valuable collection of paintings, an elegant cottage has been erected on the campus for the president, the chair of physics has been established and is filled by Prof. E. H. Gifford, the curriculum has been enlarged to a full four years' course, after a preparation of three years in addition to the common school, and the attendance has doubled. A much needed ladies' dormitory is in prospect.

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II. WHITTIER COLLEGE.

Whittier was founded at Salem in 1867 and opened the next year. In 1871 it graduated a class of nine from a partial course. The next year there were said to be 85 students in the preparatory department, and 16 of them were preparing for college. In 1875-'76 it reported 200 students and five instructors, under the presidency of Hon. William Penn Clarke.²

"Hard times" were very hard on the college, and were followed by a fire in 1885, which "reduced to ashes all of the college that could burn." It was revived partially and with difficulty in 1887 and is maintained by sacrifice. Its future as a college seems to depend on the possibility of still greater sacrifices by its local friends.

It has done useful work in a preparatory, a business, a normal, and a collegiate department, but with slight emphasis on strictly collegiate studies.

¹The preceding paragraphs were written in 1890.

²Its first president, John W. Moody, had identified himself with Penn College before that time.

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METHODIST.

I. CORNELL COLLEGE.

This institution is located at Mount Vernon. "Never have I seen a lovelier landscape than that which stretches out from Mount Vernon," said Bishop Gilbert Haven. Another bishop has said recently that the beauty of that college site has been equaled only by that of Robert College, on the Bosphorus, and by one other.

ITS FOUNDER.

Rev. George B. Bowman, D. D., is justly entitled to be called the founder of Cornell College. Its success till the time of his death in 1888, is also largely due to his wise and unwearied efforts in its behalf.

"His capital was a strong body, a pure and radiant soul, untiring energy and faith, and a keen appreciation of the needs and benefits of higher education."¹ Although his own school education was very meager, such only as a farmer boy could obtain in the country schools of North Carolina sixty years ago, he was richly endowed with business energy and business sense. He could keep his own counsel as closely as Vanderbilt, and select his confidants as wisely as Washington. Discouragements did not discourage him, and his will was sometimes almost imperious.

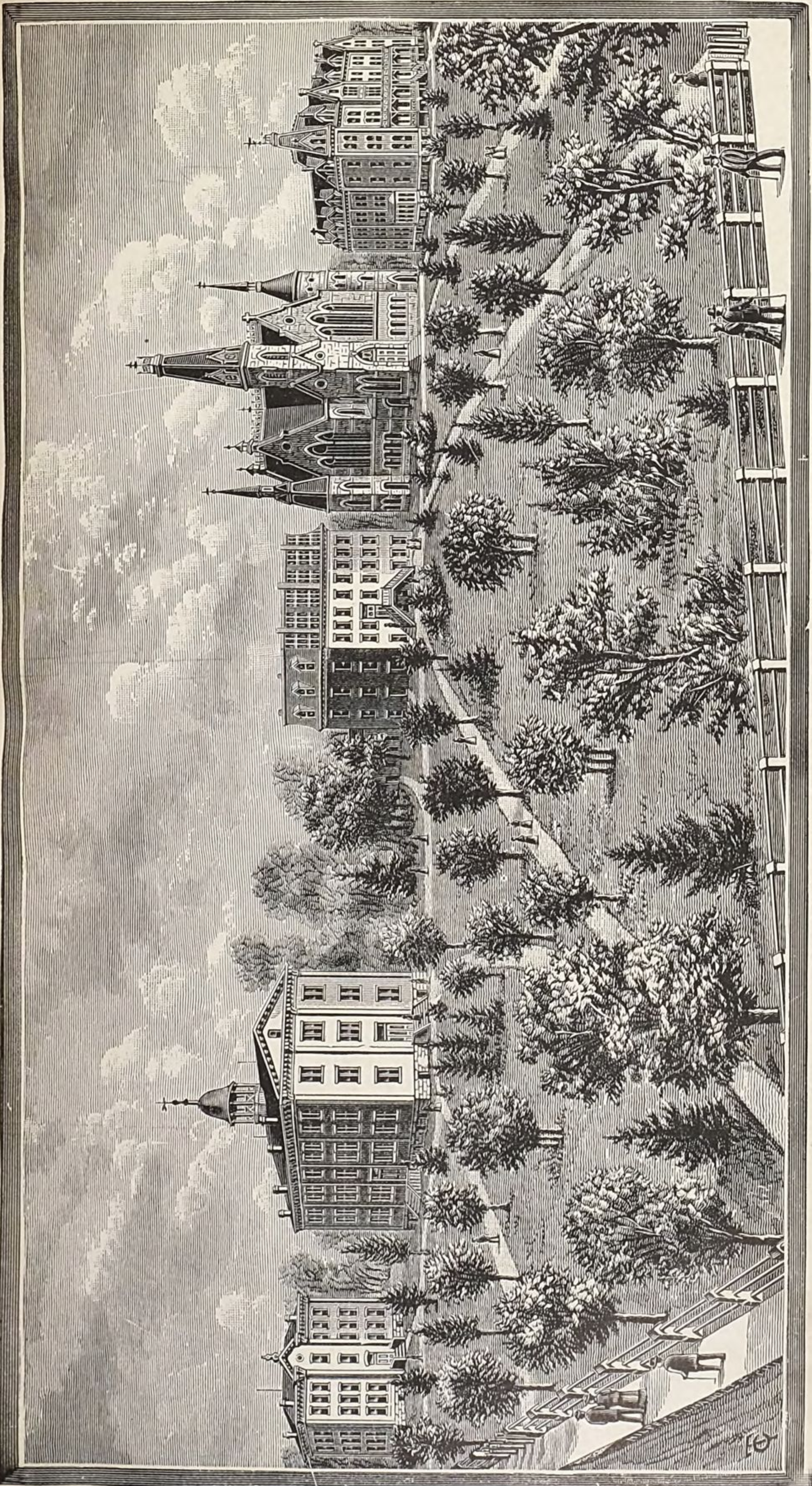
THE IOWA CONFERENCE SEMINARY.

This was the first name of the institution, and from 1853-'57. Its average annual enrollment during that time was 238. The principal, Rev. S. M. Fellows, A. M., and the preceptress, Miss C. A. Fortner, were the only teachers who remained in the seminary during its entire history. The former continued to work in the college after the seminary received that name. Rev. D. H. Wheeler, D. D., was its first professor of ancient languages. He was afterwards, and for several years, editor of *The Methodist* in New York, and then president of Alleghany College. Other early professors were Revs. W. H. Barnes, B. Wilson Smith, and Stephen N. Fellows, for twenty years a professor in the State University.

COLLEGE ORGANIZATION EFFECTED.

The seminary grew in public favor until 1857, when it was expanded into a college reorganization under the name of Cornell College, so named in honor of W. W. Cornell, esq., of New York City, a liberal-

¹ President W. F. King.



CORNELL COLLEGE.

hearted iron merchant, who was its generous benefactor, though his larger plans for the institution were cut short by an early death.

Rev. R. W. Keeler, D. D., was the first president of the college, and from 1857-'59. He was a man of commanding presence, superior ministerial talent, and deeply interested in the work of education. After resigning the presidency of Cornell he was principal of Epworth Seminary, Iowa, for five years; then occupied important positions as pastor and as presiding elder in the Upper Iowa conference. He is now dean of the theological faculty of Central Tennessee College, at Nashville.

Rev. Samuel M. Fellows, A. M., the only principal of the seminary, and second president of the college, 1859-'63, a native of New Hampshire, became, successively, a graduate, professor, and principal of Rock River Seminary, Illinois, where Hon. John V. Farwell, Governor J. L. Beveridge, Senator S. M. Cullom, and Secretary of War John A. Rawlins were educated. After spending twelve years in that seminary he removed to Mount Vernon in 1853 and opened the new institution there. His administration of seminary affairs had been so successful that he was asked to accept the presidency of the college when it was organized, but a regard for his health induced him to choose the chair of Latin. When Dr. Keeler withdrew from the college, the invitation to its headship was renewed and accepted. He held the place till his death in 1863. He was apt and inspiring as a teacher, efficient as a disciplinarian, clear, forcible, and persuasive as a speaker.

DR. KING'S PRESIDENCY, 1863 TO THE PRESENT.

Rev. William Fletcher King, D. D., LL. D., the third president of the college, was born in Ohio, though of old Virginia ancestry. He graduated at the Ohio Wesleyan University in 1857 and held a tutorship there five years thereafter. His service to Cornell commenced in 1862 as professor of ancient languages. In the next year's catalogue, where his name first appears as acting president, the total attendance is given (including preparatory and primary students) as 428; the enrollment in 1888-'89 was 592, with no primaries. In an equal ratio, at least, the reputation, the general influence, and personal value of the college work to students have advanced. His associates in the faculty unite in heartiest commendation of his services and sacrifices. First in readiness to work and first in willingness to reduce his salary (meager enough already), he has no superior in popular honor. His resignation, tendered again and again on account of overwork, has been as often laid upon the table by the board of trustees and some method of temporary relief devised.

CORNELL IN THE CIVIL WAR.

Col. H. H. Rood, a former student in the college, an officer in the Union Army, and long a college official, writes:

In no western school did the stirring events which led to the firing on Sumter

excite deeper interest than at Cornell. The entire faculty, without exception, was deeply imbued with the Union spirit. Debates, mock congresses, orations, poems, had for months been frequent, and all voiced the deep spirit of Union and loyalty which pervaded the college.

It was largely represented in the First Iowa Regiment and in many afterwards. "At least 75" enlisted between April 20 and October 1, 1861. It is not possible now to state accurately the number of students who enlisted during the war, but it included a large per cent of those of legal age. Their record was one of conspicuous gallantry. Among these were 10 captains, 6 adjutants, 10 lieutenants, and 1 quartermaster. Of 55 male graduates from 1861 to 1871, 19 were soldiers, and, of the 65 in college classes from some time in 1861 to 1864, 23 entered the Army and 3 were physically incapacitated for the soldier's life.

THE EFFECT OF THE WAR UPON THE COLLEGE.

Young men in Iowa during the years of the war turned their steps to camp rather than to college. The effect of the war upon college attendance is indicated by the number of gentlemen and ladies at Cornell. In 1861 there were 175 gentlemen, 145 ladies; in 1862, 177 gentlemen, 146 ladies; in 1863, 77 gentlemen, 136 ladies; in 1864, 166 gentlemen, 215 ladies; in 1865, 145 gentlemen, 206 ladies; in 1866, 261 gentlemen, 185 ladies. All this is very suggestive, especially the immense increase of 80 per cent of gentlemen in 1866, while the number of ladies declined more than 10 per cent.

Col. H. H. Rood writes:

Upon the whole, taking the period from 1861 to 1873, it is not probable that the total attendance or the total number of graduates was diminished by the war. The large number of Cornell students in the ranks and bearing commissions, their splendid record, their education and social qualities, united to make the college favorably known to their comrades, and they thus drew to its halls many gallant fellows who wanted a higher education when their army life was over.

In morals the effect was equally favorable. The lofty purposes, the ambitions fostered by army life, made of the student who had been a soldier not only a broader man than he would have been, but also one with a keen sense of honor and duty.

Among the alumni and trustees, some of the most faithful, earnest, and devoted friends of the college and of higher education, are those who wear the badge of the Grand Army of the Republic.

FAVORS TO SOLDIER STUDENTS.

Since the close of the war free tuition has been given in the college to all ex-soldiers and to all orphans of soldiers who have desired it, and, during much of the time, book and board bills have been equally free to these classes.

STUDENTS.

The increase of students for many years has been almost wholly in the regular college classes. The college students for the year 1888-'89

are arranged in the following table according to classes, courses, and sexes.

	Classical.			Scientific.			Philosophical.			Civil engineering.			Totals.		
	Gents.	Ladies.	Total.	Gents.	Ladies.	Total.	Gents.	Ladies.	Total.	Gents.	Ladies.	Total.	Ladies.	Gents.	Total.
Seniors.....	7	0	7	3	1	4	5	3	8	4	0	4	19	4	23
Juniors.....	9	1	10	2	2	4	5	10	15	7	0	7	23	13	36
Sophomores.....	7	3	10	4	3	7	6	6	12	4	0	4	21	12	33
Freshmen.....	10	2	12	23	23	48	12	10	22	20	0	20	65	37	102
Total.....	33	6	39	32	31	63	28	29	57	35	0	35	128	66	194

ALUMNI.

The whole number of graduates from the collegiate course is 395. There is also about an equal number of graduates from shorter courses, as normal, art, and music. Of the alumni 161 are classicals, 133 scientifics, 67 philosophicals, 34 civil engineers. Young as they are they have already taken high rank in their different vocations and professions. "They are prominent in business and in the field of science and literature; they are judges, legislators, governors, superintendents of public instruction, missionaries, and ministers of the gospel." No college has a more loyal or more liberal alumni. They have recently endowed the alumni professorship with \$25,000. They are permitted to nominate some of the professors. They are coming back also as teachers. One of these, Prof. James E. Harlan, a graduate of 1869, is alumni professor and vice-president, "a superior teacher, of remarkable executive ability" and rare poise of character.

FACULTY.

The faculty are chosen by the trustees, but not by the year or to be changed more unceremoniously than a gentleman would dismiss his bootblack. Only two of the regular professors have left the college for any cause within the last twenty-eight years. The average term of service of the faculty has been eighteen and one-half years, a term rarely equaled. There are at present 14 regular professors in the faculty, including the president, the military professor, and 2 adjunct professors. In addition to these, 10 other teachers are employed from year to year.

Ladies have equal rights and take equal rank. From the first ladies have been admitted to the college, both as students and as teachers, on the same terms as gentlemen. Indeed, this is believed to be the first college in the country that elected a lady to a professorship on the same salary as a gentleman. Miss Harriet J. Cooke, who has been preceptress for the last twenty-three years, is also professor of history and the science of government. She is a woman of rare culture and ability as a teacher.

There has not been any noticeable general deficiency of either sex in any grade or department of their work. Ladies have not so generally elected the higher mathematics, but when they have taken them they have usually shown equal capabilities with the gentlemen. The same is true of the more difficult philosophical studies.

LITERARY SOCIETIES.

There are ten literary societies in the institution, six for gentlemen and four for ladies. Their halls are finely furnished and very attractive.

There is a constant and generous rivalry within each society and between all the societies. Great care is taken in the preparation of their weekly programmes, all of which are public and attract interested and inspiring audiences. These societies have within a few years taken two first-class and two second-class prizes in the State Oratorical Association. One reason assigned for the prosperity of the literary societies is the fact that there are no Greek fraternities in the college.

College honors were given during the first third of the history of the college, but they were so unsatisfactory in many ways that they were discontinued. Those honor students have not shown any observable preëminence over other good students of their classes.

Courses of study are as follows: (1) Preparatory, extending through three years; (2) commercial, two years; (3) normal, from one to two years of professional training for the work of teaching; (4) musical, three or four years, including vocal and instrumental and harmony; (5) art, two to four years. The last two years of music or art may be substituted in the philosophical course, during the junior and senior years, for one of certain studies; (6) collegiate, of four years. This is subdivided into four subcourses, as classical, philosophical, scientific, and civil engineering. The full classical course is as follows:

Freshman year.

First term.—Greek, Goodwin's Xenophon's Hellenica, Jones's Composition, studies in Greek social life; Latin, Sallust's Jugurthine War; mathematics, Olney's University Algebra; drawing, theory of linear perspective.

Second term.—Greek, Goodwin's Herodotus, lectures on early history of Greek political institutions; Latin, Cicero De Senectute; mathematics, Wentworth's Geometry; drawing, outlining from natural objects.

Third term.—Greek, Whiton's Lysias, studies in the development of the Athenian constitution; Latin, Horace's Satires; mathematics, Olney's Trigonometry; drawing, free-hand and shading from natural objects.

Sophomore year.

First term.—Greek, Plato's Apology and Crito, lectures on Greek philosophy; chemistry, Remsen's Chemistry, with lectures, and laboratory work. Elective: Mathematics; Olney's General Geometry and Calculus; natural science, Holder's Zoölogy; Latin, Tacitus's Germania and Agricola. Philosophy, Fisher's Manual of Christian Evidences, with lectures (2).

Second term.—Greek, Keep's Homer's Iliad, lectures on Greek ethics; chemistry, Appleton's Qualitative Analysis, with lectures. Elective: Mathematics, Olney's General Geometry and Calculus; natural science, Huxley and Youman's Physiology; Latin, Terence or Plautus. Natural science, biology (2); topical study, with lectures.

Third term.—Greek, Keep's Homer's Iliad, lectures on Greek mythology. Elective, chemistry, Appleton's Quantitative Analysis, with lectures; natural science, Gray's Lessons and Manual of Botany; mathematics, Olney's General Geometry and Calculus; Latin, Quintilian. Astronomy, topical study, with lectures (2).

Two of the four elective studies required.

Junior year.

First term.—Elective: Greek, Mather's Æschylus's Prometheus Bound, studies in Greek sculpture; German. Elective: History, Green's History of English People, with topical study; astronomy: Newcomb & Holden's Astronomy; English, David J. Hill's Science of Rhetoric, Minto's Literature, and Morris's Chaucer; physics, Atkinson's Ganot's Physics, with lectures and laboratory work; French.

Second term.—Elective: Greek, White's Œdipus Tyrannus, studies in history of Greek literature; German. Elective: History, Green's History of English People, with topical study; astronomy, Loomis's Treatise or Topical Study; English, History of Literature and Study of Masterpieces; Physics, Atkinson's Ganot's Physics, with lectures and laboratory work; French.

Third term.—Elective: Greek, Tischendorf's New Testament, studies in the history of Greek literature; German. Elective: History, Amos's Constitutional History of England, and Woodrow Wilson's Congressional Government, with topical study; philosophy, Wright's Logic of Christian Evidence; English, study of Shakespeare and American literature; physics, Atkinson's Ganot's Physics, with lectures and laboratory work; French.

Four studies required each term.

In the philosophical course mathematics and English are the same as in the classical course, either its Latin or the equivalent from its Greek is taken, and one year of German is added.

In the scientific course no Greek is taken, and substitutions may be made for the Latin of the philosophical course.

In civil engineering the studies are the same as in the scientific course except that one year of French may be substituted for one year of elective Latin.

The master's degree is conferred only upon such candidates as have met one of the following requirements: (1) Postgraduate study for nine months in a college or university. (2) Three years of professional reading. (3) Three years of reading selected from courses outlined by the faculty. A thesis also is required.

SCHOLARSHIPS.

Thirteen scholarships have been endowed with \$500 each, three of them for "worthy young women," ten for "young men preparing for the ministry."

BUILDINGS.

There are five main college buildings on the campus, and most of them three stories high.

(1) Science hall, 40 by 72 feet, exclusive of wing of half the size. This was the original seminary building. It has been reconstructed recently and fitted up for scientific and other purposes, and contains laboratories and lecture rooms.

(2) College hall, 55 by 100 feet. It consists of lecture and recitation rooms and society halls.

(3) Art hall, 40 by 70 feet, used for art purposes, and also contains dormitories for gentlemen.

(4) Chapel, 80 by 106 feet, is modern gothic in style and cruciform in plan, and one of its three towers is 140 feet high. In the first story are the library, museum, and chapel. The auditorium occupies the entire second story, and has a seating capacity of 1,600.

(5) Bowman Hall is 100 by 114 feet and four stories high—an admirable hall for ladies. It is supplied with modern appliances, hot and cold water, fire-escapes, etc. The dining hall will accommodate 180 at its tables.

The museum contains over 500 varieties of woods and grasses, 9,000 fossils, several hundred zoölogical, and over 3,000 mineralogical, specimens.

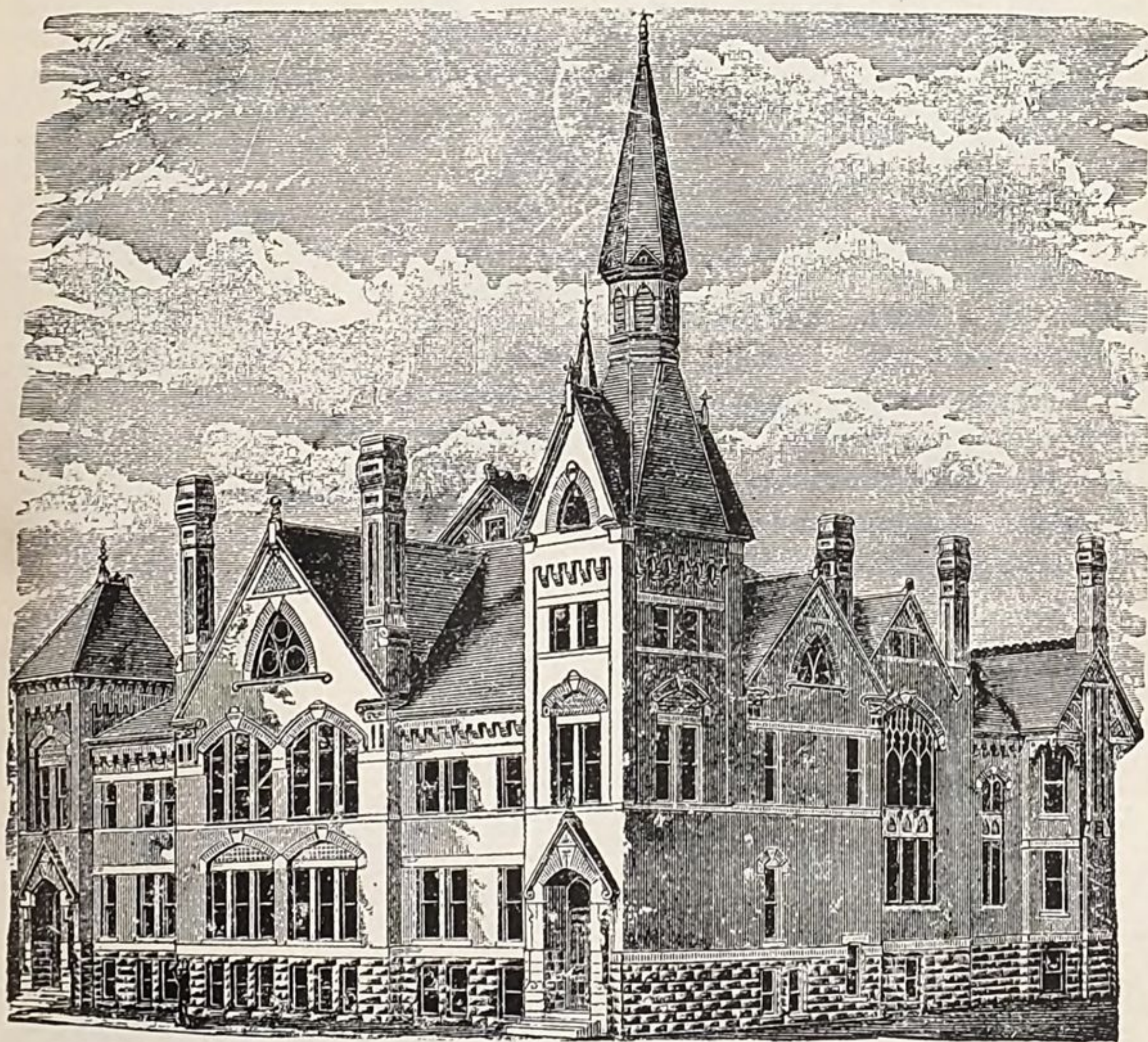
THE LIBRARY AND READING ROOM.

There are nearly 9,000 volumes in the library, selected for the use of students. Prof. W. H. Norton has endowed one alcove, and Profs. Freer, Cook, and Williams have commenced the endowment of others. The reading room is well supplied with newspapers, periodicals, cyclopædias, and other works of reference.¹

II. IOWA WESLEYAN UNIVERSITY.

This institution at Mount Pleasant was incorporated in 1855; but it is the lineal descendant and heir-at-law of the Mount Pleasant Collegiate Institute, which had been legally organized eleven years before. It is more accurate, perhaps, to say that the later university is the old institute enlarged. It has had seven distinct departments, including

¹ President King sends the following note in June, 1893: The last two years and a half have witnessed marked and healthy growth in the various departments of Cornell College. The buildings have been enlarged and greatly improved, the material appliances for instruction much enlarged, the campus extended and beautified, a park of 20 acres purchased and equipped for athletic purposes, and over \$50,000 have been added to the assets of the institution. The whole number of students has now reached 674, of whom 288 are members of the regular college classes. Fifty have reached the Bachelor's Degree in a single year. Five professorships have been established and ably filled within the last two and a half years, namely, those of geology, biology, and botany, oratory, and physical training, instrumental music and history of music, and English literature and French. The entire faculty now numbers 31.



IOWA WESLEYAN UNIVERSITY.

those of law, theology, pharmacy, and technology, besides the musical, normal, preparatory, and collegiate. A German college is closely connected with it in instruction, though distinct in government.

Nine presidents have served the university; one of these was James Harlan, who was in the office two years and went from there to the United States Senate in 1855, where he remained till he became Lincoln's Secretary of the Interior, in 1865.

The property of the institution consists of the campus and buildings, worth \$75,000; productive endowment, \$60,000; nonproductive endowment, \$25,000, and a library of 2,500 volumes.

The total number of students in existing departments is 363. Those in college proper are classified as follows:

Collegiate.	Classical.	Scientific.	Males.	Females.	Total.
Seniors	5	5	6	4	10
Juniors	8	10	10	8	18
Sophomores	6	11	12	5	17
Freshmen	13	13	19	7	26
Unclassified			6	8	14
Total	32	39	53	32	85

The scientific course differs from the classical chiefly in the substitution of German for Greek. The freshmen in the classical course take the following studies:

First term.—Latin: Cicero, second Philippic, Pro Milone; Latin composition. Greek: Anabasis, Books II, III, IV; syntax. Mathematics: Spherical geometry and algebra. History: Myers' mediæval history.

Second term.—Latin: Livy, Book XXI; prose composition. Greek: Mather's Herodotus; prose composition. Mathematics: Loomis plane trigonometry and mensuration. History: Green's shorter history of the English people; topical study; essays.

Third term.—Latin: Selections from Seneca; Bender's Roman Literature. Greek: Homer, Book I; prose composition. History: English history continued. English language, Earle's philology of the English tongue.

Post-graduate courses have been arranged (especially in history and philosophy), which lead to different degrees, the highest of which is doctor of philosophy.

Mrs. Belle A. Mansfield, a graduate of this university, bears the honor of being the first woman ever admitted to the bar. President Elliott led the colleges of Iowa in granting a woman the degree of bachelor of arts in 1859, although he was then some sixteen years behind Oberlin College. Since 1890 Rev. Dr. C. L. Stafford has entered upon the presidency of the university, a new building has been completed at a cost of \$40,000 which furnishes an audience room for 1,200 persons, and plans are made for a ladies' dormitory. The number in attendance is now 400, and in 1893 18 have been added to its list of about 400 graduates.

III. SIMPSON COLLEGE.

The Methodist Episcopal Conference met in Indianola in 1860. In response to a petition from the Methodists of the town, they resolved "that a male and female seminary be located in Indianola," provided the citizens should erect and pay for a school building worth not less than \$3,000. They also appointed a board of sixteen trustees, who soon after adopted articles of incorporation for the seminary. They made arrangements also for the building, which was to be completed by December 1, 1861.

The moving spirits in the enterprise were Hon. George E. Griffith, Hon. George W. Jones, and Rev. J. C. Read. In a few days a plat of ground for the campus was secured and \$4,500 were subscribed for the building.

A school was opened before the completion of the building, in charge of Principal E. W. Gray, and Misses H. C. Cowles and S. A. Hanford, assistants. The catalogue at the end of the first academic year showed that there had been 40 students studying mental arithmetic; 105, written arithmetic; 70, geography; 103, English grammar; 12, higher English; 48, algebra; 16, physiology; 17, Latin. There had been a total enrollment of 184. A course of study was then published embracing Greek, geometry, and other branches deemed necessary for teachers in the best schools or for entrance into college.¹

Rev. E. H. Winans² was principal from August, 1861, to June, 1863. At the close of his first year he received the special compliment of a vote of confidence from the trustees, but the school was so small the next year that he resigned. The civil war had drawn young men into the army and driven young women often to the double work of house and farm.

At that ebb tide in the history of the school Prof. O. H. Baker, of Illinois (with his wife, Mrs. Mary R. Baker, as assistant), was invited to take charge of it. On their arrival in November, 1863, the Bakers found the lower part of the two-story seminary building unseated and unused. They met about 20 pupils³ during the first term, from whose tuition money they were to pay the expenses of the school and enrich themselves! Some half dozen of these had attained the mature age of 14 years; the others were more juvenile. During each succeeding term the attendance was slightly increased, but the year's surplus did not quite warrant the publication of a catalogue.

At the next conference in 1864 the name of the school was changed

¹In 1861 another seminary was organized at Osceola under the care of Rev. H. B. Heacock, A. M. It was maintained two years, acquired no property, and was abandoned in 1863, when Mr. Heacock withdrew. Although near Indianola this school was never a serious rival of that, although it may have had some influence upon it.

²Prof. Gray had left his position abruptly and unceremoniously. (See Records of the Seminary Trustees.)

³One of these is now the well-known Judge J. H. Henderson.

to Des Moines Conference Seminary. The catalogue of 1864-'65 showed 132 students in attendance, taught by five teachers. Three courses of study also appeared: First, preparatory, one year; second, scientific, three years; third, classical, four years. The preparatory required arithmetic, English grammar, three terms in Latin grammar and reader, one term each in English composition, algebra, and physiology. The scientific course included the same studies as the classical, except Latin and Greek, while the classical course required three terms of Cæsar, one of Virgil, and included algebra, geometry, trigonometry, and analytical geometry. The students that year were classified as follows: In music, 25; primary, 39; preparatory (classical, 14; scientific, 49), 63; first year (classical, 12; scientific, 5), 17; second year (classical, 5; scientific, 2), 17.

In 1865-'66 the primary department was dropped, 157 academic students enrolled, 7 teachers employed, an additional building contemplated, and a soliciting agent put into the field. The agent raised scarcely enough for his own salary, and withdrew without formal farewell. The most valuable souvenir of his agency was a walk from the public square to the school building, and consisted of a single row of slabs placed round side upwards.

After three years of such remarkable success Prof. Baker and wife resigned. They had wrought their lives into the school during those years by a sleepless activity which some teachers can well understand. They escaped financial bankruptcy from their united self-sacrifice only because Mrs. Baker's service as preceptress and teacher of Latin and French had materially lessened their expenditures. In such labor and sacrifice Simpson College took strongest root.

Rev. S. M. Vernon took charge of the seminary in 1866, and was its first salaried¹ principal. He was a brilliant preacher, though not an experienced teacher or even a college graduate. The trustees were then ready to adopt the name of college and to do college work. They even went so far as to draw up a college charter, to choose the name of Ames for the institution when thus enlarged, and to send a committee to the conference to secure their assent to the advanced step. Bishop Ames (the man whom they had chosen to honor by the college title) had forestalled this committee and had led the conference to believe that nothing higher than a seminary was then needed.

Spirited competition enlivened President Vernon's administration. The Indianola school sought the undivided support of its conference, but rivals arose. The Methodists at Sidney, at Glenwood, and at Des Moines had college aspirations. A collegiate institute was opened at Sidney. It acquired but little property, loaded itself down by the sale of scholarships, and disappeared. Glenwood had invited Prof. O. H. Baker, of Indianola, to take charge of its institute, and was urgent for

¹ His salary was \$800, much less than he had before received.

a fair share of the patronage of the conference. It had some property and the support of Methodist ministers on the slope. Des Moines offered little that was visible or measurable, but argued for delay and displayed the great expectations of the capital, expectations which have been largely realized already. Glenwood, too, if compelled to choose between Indianola and Des Moines as a location for but one seminary to be supported by the conference, was inclined to prefer Des Moines.

Indianola was aroused. She offered for the one conference college property valued at \$35,000, an endowment fund of \$25,000, and a school which had already won its spurs.

A compromise with Glenwood resulted in conference action apparently favorable to both Glenwood and Indianola, but a little later Indianola recalled Prof. Baker, and the competition of Glenwood subsided.

The college work at Indianola during 1866-'67 was highly commended, and the conference was ready in 1867 to change the name of the school to "Simpson Centenary College." Principal Vernon was chosen its first president, but he resigned a few months later, February 29, 1868. On that day Rev. Alexander Burns, professor of mathematics in Iowa Wesleyan University, was chosen president, but did not enter upon the duties of the office until the next college year, Prof. W. E. Hamilton performing presidential duties during the interim.

President Burns began his work at Indianola with the aid of such men as Prof. O. H. Baker in the chair of ancient languages; Henry C. Douthout in mathematics; Miss M. J. McKean in English literature; Miss Florence Winkley in music; Messrs. L. B. Cary and B. H. Bodley, tutors in classics, and Misses Clara Taylor and Ruth Hinshaw, and Messrs. H. B. Brown and I. G. Herron, assistants in the preparatory department. The prosperity reasonably anticipated during his presidency was but partially realized.

The annual totals of attendance during that time were 161, 190, 159, 191, 236, 243, 213, 259, 188, and 186; the nine graduating classes numbered respectively 6, 3, 13, 5, 7, 5, 6, 13, 8.

A law school was organized in Des Moines and maintained there from 1875 to 1880 which had a nominal connection with Simpson. Its 113 graduates received their diplomas from the hand of the college president at Indianola.

President Burns was a warm-hearted, enthusiastic Irishman, a fluent speaker and at times eloquent, and brought a fair, all-around scholarship from Victoria College, Canada. He had remarkable power of influencing others, for his hope and enthusiasm became contagious. Nevertheless when he resigned in June, 1879, the subscription of about \$12,000 made for the endowment fund proved nearly worthless, and annual promises to pay more than the annual income had created a debt of \$25,000.

The ides of March for the college seemed to have come. Removal to Des Moines was again agitated. One thing alone prevented that con-

summation—the endowment had been given for the college at Indianola, and, much of it, for the college only at Indianola.

It was believed that only one earthly power could reinstate Simpson College in the confidence of the people, and that power was Rev. T. S. Berry, a rare scholar and an attractive speaker. He accepted the presidency, received heartiest coöperation, and yet the attendance ran down to 55 in college and 78 in the preparatory department in 1879. In 1880 the entire attendance declined to 116, and the college lost its president by death.

The vacancy was soon filled by Rev. E. L. Parks, a graduate of Northwestern University and a good financier. A group of working, self-reliant assistants joined him in carrying the college burden, and during his term of six years the entire debt was paid off, the annual attendance rose to 301, and the teaching facilities were noticeably improved.

Prof. W. E. Hamilton next became the efficient leader of the college in which he had long been an invaluable adjutant. He was succeeded in 1889 by Rev. Edmund M. Holmes, a Simpson alumnus of 1880 and professor of Greek and Hebrew there after 1885.

An effort to secure a new science hall was commenced in President Hamilton's administration, and in eighteen months Rev. Fletcher Brown, an alumnus of the college and its vice-president, raised \$25,000 and completed the four-story building, with its printing office, library room, chemical and physical laboratory, art gallery, and several recitation and music rooms. That done, Mr. Brown turned to another \$25,000 college enterprise, and completed it January 1, 1891, by building and equipping the "ladies' hall."

The college of liberal arts has eight full professorships, and is one of five departments, the others being normal, commercial, music and art.

The four literary societies are doing a literary and rhetorical work highly valued by students and the faculty.

One hundred and sixty-two have graduated from the collegiate department, and about 5,000 different students have attended the college. Among its alumni Rev. Dr. B. H. Bodley, president of Lucknow Christian College, has won reputation as an Oriental scholar, and Miss Joanna Baker, professor of ancient languages in Simpson, as a student and teacher of Greek. Others, also, have acquired distinction as missionaries, ministers, professors, lawyers, legislators, authors, journalists, and in most honorable avocations.

The college classes in 1889-'90 consisted of 28 freshmen, 18 sophomores, 9 juniors, and 12 seniors. But little addition has been made recently to the endowment; the next great effort will be to enlarge that fund.

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IV. THE UNIVERSITY OF THE NORTHWEST.

The latest addition to the collegiate institutions of Iowa has just now¹ been opened at Morning Side, an attractive suburb of Sioux City. If a line should be drawn connecting the northeast and southwest corners of the State it would be but a very little east of Luther College at the north end and Tabor College at the south. With these exceptions the University of the Northwest is the only institution for higher education in that northwestern part of the State.

The erection of this new university may seem to some to be mistake number five for the Methodists, for it is "under the general auspices" of that church. Its founders are Revs. Wilmot Whitfield, D. D., Ira N. Pardee, Robert C. Glass, William Whitfield, and Messrs. E. C. Peters, A. S. Garretson, James A. Jackson, Edward Todd, J. F. Hopkins, George Eisentraut, Alexander Elliott, and Edward Haakinson.

The university starts out with property in hand valued at nearly \$450,000, a sum twice as large as was realized from the national endowment of the State University, and many times as much as any similar institution in the State had in sight at first. Only one other college can claim that amount even yet.

The departments already opened are the commercial, preparatory, college of liberal arts, didactics, law, medicine, music and art.

The college of technology, erected at a cost of \$35,000, is the only university building in use at present. The college of liberal arts is rising through its first story, and \$30,000 have been expended upon it.

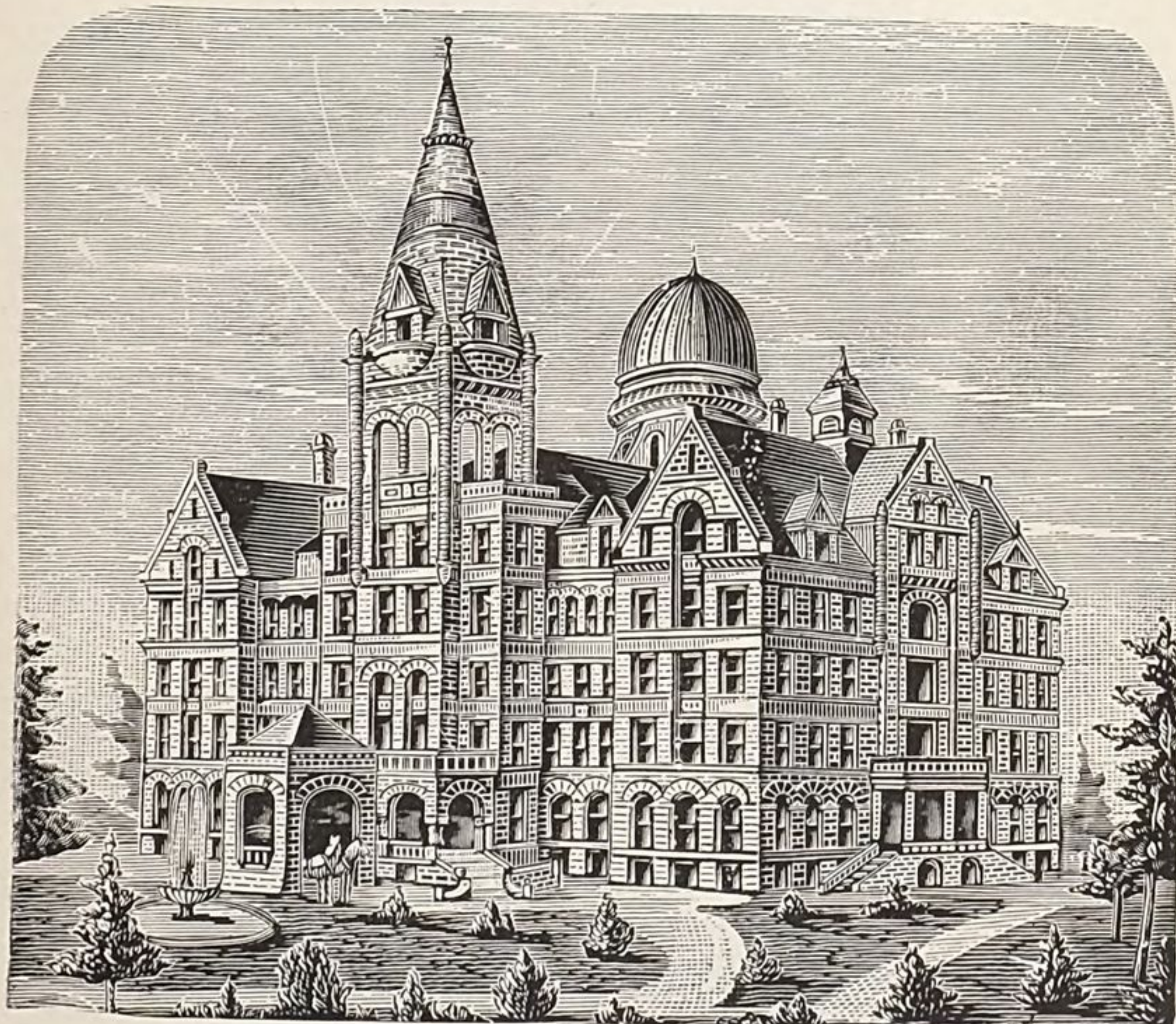
The chief officials of the general faculty are: Rev. Wilmot Whitfield, D. D., chancellor; Rev. R. C. Glass, A. M., dean of the college of liberal arts and professor of mental and moral philosophy; F. M. Harding, B. S., B. D., dean of the college of commerce and professor of political economy; J. C. Gilchrist, A. M., dean of the college of didactics; Edwin J. Stason, LL. B., secretary of the law department; Mrs. Emilie Mallory, director of the conservatory of music; William Jepson, M. D., secretary of the medical faculty.

The history of the university is almost entirely in the region of prophecy, nevertheless, if the beginning is half of the whole, its future is not uncertain.

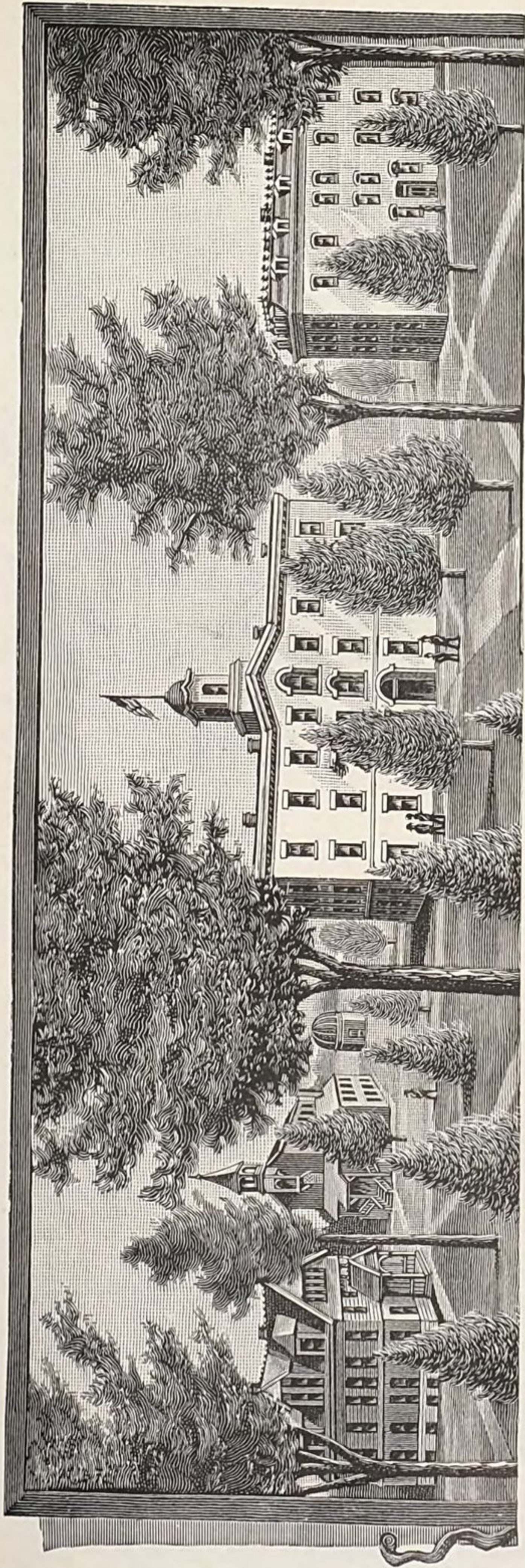
V. UPPER IOWA UNIVERSITY.

The origin of this university is attributed to the enterprise and liberality of Messrs. S. H. Robertson and Robert Alexander. They commenced a movement as early as 1854 to secure a seminary in Fayette. They were so far successful that one was opened there in 1857 in the immediate care of the Upper Iowa Conference. Rev. William H. Poor was its first principal, and Rev. Lucius H. Bugbee succeeded him, holding the position from 1857 to 1860.

¹ 1890.



UNIVERSITY OF THE NORTHWEST, SIOUX CITY, IOWA.



UPPER IOWA UNIVERSITY.

That school became the Upper Iowa University in 1858, and was duly chartered in 1860. Rev. William Brush, D. D., was its president from 1860-'69; Rev. Charles N. Stovers, A. M., 1869-'70; Byron W. McLain, PH. D., 1870-'72; Rev. Rhoderic Norton, A. M., 1872-'73.

Rev. J. W. Bissell, A. M., D. D., took charge of the institution in 1873 and has remained at its head ever since. A Canadian by birth, an American in sympathy, and classical by education, he became the professor of ancient languages in Northern Indiana College at the age of 24. He came to Iowa in 1871 as a Methodist minister, and was called to the presidency of Upper Iowa University at the age of 30. Since then the university buildings have increased from one to three, and its work is now done in commercial, art, music, normal, preparatory, and collegiate departments. It has about 4,000 volumes in its library, its real estate is worth about \$50,000, and its productive funds are less than \$15,000, and this for the education of over half a thousand¹ students.

If upper Iowa has a hunger for gold let no modern Horace pronounce it accursed. It has heroic perseverance, and "it" is President Bissell.

The collegiates of 1889-'90 were classified as follows:

	Classical.	Latin science.	Scientific.	Literary.	Total.
Freshmen.....	5	11	44	2	62
Sophomores.....	3	6	15	5	29
Juniors.....	5	5	7	2	19
Seniors.....	0	3	11	3	17

The following are the studies in the freshman year:

CLASSICAL COURSE.

Fall.—Latin, Cicero De Senectute et De Amicitia; Greek, Anabasis, Composition; Mathematics, Geometry, Wentworth.

Winter.—Latin, Horace, Odes; Greek, Anabasis, Composition; Mathematics, Geometry, Wentworth.

Spring.—Latin, Horace, Satires; Greek, Herodotus; Mathematics, University Algebra.

LATIN SCIENTIFIC.

Fall.—Latin, Cicero De Senectute et De Amicitia; German, Schiller, Mathematics, Geometry, Wentworth.

Winter.—Latin, Horace, Odes; German, Lessing; Mathematics, Geometry, Wentworth.

Spring.—Latin, Horace, Satires; German, Goethe; Mathematics, University Algebra.

SCIENTIFIC.

Fall.—Literature, American Classics; German, Schiller; Mathematics, Geometry, Wentworth.

Winter.—Literature, English Classics; German, Lessing; Mathematics, Geometry, Wentworth.

¹ Its numbers have risen from 246 to 540 during the last six years.

Spring.—Literature, English Classics; German, Goethe; Mathematics, University Algebra.

LITERARY.

Fall.—Literature, American Classics; German or Music; Mathematics, Geometry, Wentworth.

Winter.—Literature, English Classics; German or Music; Mathematics, Geometry, Wentworth.

Spring.—Literature, English Classics; German or Music; Mathematics, University Algebra.

A post-graduate course in history, political and social science, leading to the degree of doctor of philosophy, has been arranged.

PRESBYTERIAN.

I. COE COLLEGE.

From its earliest days Cedar Rapids has had the good fortune which liberal-minded friends of higher education always bring to a community.

Coe College traces its moral and historic origin back about forty years to a school opened in his own house by Rev. Williston Jones in 1851. Cedar Rapids Collegiate Institute was organized soon after with the support of such business men as George Green, Sampson C. Bever, S. D. Carpenter, John F. Ely, and others. In 1853 Daniel Coe, of Greene County, N. Y., made a conditional pledge of \$1,500 to be expended under the direction of Presbyterians for evangelical education in the West. About that time lands bequeathed by Lewis B. Parsons, of Buffalo, N. Y., had an influence in changing the name of the school to Parsons Seminary. Hope for aid from the Parsons bequest eventually declined and the Coe gift was of manifest service. The school then became Coe Collegiate Institute, and finally, in 1881, Coe College.

The endowment of the college has come chiefly from the Coe donation of land, and amounts to about \$80,000, with a portion of the land worth \$50,000 unsold. A Sinclair memorial fund of \$20,000 created by the friends of the late Thomas M. Sinclair awaits the erection of a library building or a chapel.

The campus of 10 acres has two buildings upon it; the one 120 feet by 40 feet and four stories high is for general college purposes; the other, Williston Hall, is a home for young ladies.

The college consists of the preparatory department, the special course department, and the collegiate, which includes classical, Latin scientific, and general scientific courses. Students who complete the classical course (which is substantially the common one) receive the degree of bachelor of arts. In the Latin scientific they omit the Greek of the classical course, and carry other studies farther than in that course and receive the degree of bachelor of philosophy on completing it. The general scientific course contains French and German in place of the

classical Latin and Greek, and the graduates from it receive the degree of bachelor of science. A liberal choice of electives is offered after the sophomore year.

Prizes are given for excellence in oratory, the classics, physical science, botany, English, and in mathematics. The college gives free tuition to the student who comes with the highest honors from any academy or high school in the State, if his studies there have fitted him to enter the freshman class.

The college laboratory, library, and museum are fairly well supplied and the large Masonic library, reading room, and museum, in charge of Prof. T. S. Parvin, have been opened to college students.

A winter course of lectures on current topics by persons not connected with the college has become a noteworthy feature.

There are now (1890-'91) 4 juniors in the college, 8 sophomores, and 19 freshmen. Rev. Stephen Peet, D. D., was its first president, who was succeeded in 1887 by Rev. James Marshall, D. D. President Marshall occupies the chair of mental and moral sciences; Rev. Robert A. Condit, A. M., of ancient languages and literature; Seth E. Meek, M. S., of natural sciences; Clinton O. Bates, A. B., of physical sciences and higher mathematics; Miss E. Belle Stewart, of Latin and mathematics in the preparatory department; Miss Mitzi Leeb, of modern languages and literature, and Miss Alice King, lady principal, teaches English literature and history.

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II. LENOX COLLEGE.

Lenox College, at Hopkinton, is the oldest Presbyterian college in Iowa; was chartered as Bowen Collegiate Institute in 1856, rechristened as Lenox Collegiate Institute in 1864, in honor of James Lenox, a liberal friend of the school, and in 1884 assumed its present name. Messrs. H. A. Carter and Leroy Jackson led in laying its foundations. A substantial two-story brick building was so far completed for its use that the school was opened in it in 1859, and the death of Alexander College permitted Prof. Jerome Allen to become the principal of the new institution. His first assistants were Mr. Orman E. Taylor from Kimball Union Academy, New Hampshire, and Miss Lucy A. Cooley from Claverack College, New York.

Over 100 students entered the first year and studied English, Latin, Greek, and other branches. The standard of the school was high. Nevertheless a class was ready at the end of one year, to take up college work. The expenses were adapted to the hard times following 1857. The circular for the second year announced that "the total ex-

pense for board, room, fuel, lights, washing and tuition will not exceed \$100 a year."

It became evident to the friends of the school at this time that in order to provide for its permanency and secure an endowment, some religious body should assume its supervision. After considerable discussion, which was attended with not a little personal feeling, the Synod of Iowa of the Presbyterian Church, O. S., accepted this care and appointed a board of trustees, consisting of nine members, but it was not until 1864 that the legal title to the property was vested in the synod. During the year 1861 William G. Hammond, LL. D., was added to the faculty. Dr. Hammond afterward became the distinguished dean of the law faculty of Iowa University, and is now holding the same position in Washington University, St. Louis.¹

The civil war, and especially the call for enlistments for a hundred days, depleted the college. Its president, Rev. J. M. McKean, entered the Army in 1864 as captain of a company in which all but four of the college students enlisted. A monument on the campus records his death in the service, also that of 46 of his students. From this college 92 went into the war, probably a larger proportion than from any other school in the State, and the college certainly suffered the largest proportionate loss by deaths.

The number of students in attendance rose before the war to 120 during a single term, and has been as much as 200 a year at times since then.

Lenox did not claim full college rank at the first. As late as 1873 its revised articles of incorporation provided only that its grade of instruction should be high enough to prepare students for the sophomore class in the best colleges of the United States, and for the second year in the best ladies' seminaries. Since then the curriculum has been revised and extended, and made in every respect equal to that of the best average college of the State.

The college is not very strong in numbers or in financial resources. Its proximity to rival institutions is not helpful to the college at Hopkinton. It enrolled 137 in 1889-'90, of whom 80 were in college proper. It has had the service of teachers who stand first in much larger institutions in Iowa and beyond it. Prof. Jerome Allen, PH. D., its first presiding officer, and now a professor in the University of New York City, and Dr. William G. Hammond, of Washington University, have been named already. Two of its former professors, Samuel Calvin, A. M., and Thomas H. McBride, A. M., have been honored members of the collegiate faculty of the State University of Iowa, the one since 1873, the other since 1878. They served the smaller college as successfully as they have since served the university.

The college campus and building are worth \$15,500, and its productive endowment is about the same amount. The alumni and former students have undertaken to provide a ladies' boarding hall, and the building is near completion.

¹MS. letter of Prof. Jerome Allen.

III. PARSON'S COLLEGE.

Lewis B. Parsons, sr., was born at Williamstown, Mass., in 1798, and was a son of Capt. Charles Parsons, an officer in the Revolutionary War. Mr. Parsons made large investments in Government lands in Iowa, and at his death in 1855 left a portion of them for the foundation of a Presbyterian college. The following is an extract from his will:

Having long been of the opinion that for the usefulness, prosperity, and happiness of children, a good, moral, and intellectual or business education, with moderate means, was far better than large, unlimited wealth, * * * and having long been convinced that the future welfare of our country, the permanence of its institutions, the progress of our divine religion, and an enlightened Christianity, greatly depend upon the general diffusion of education under correct moral and religious influence, and having, during my lifetime, used, to some small extent, the means given me by my Creator in accordance with these convictions, and being desirous of still endowing objects so worthy as far as in my power lies, I do therefore * * * give and bequeath the residue of my estate * * * to my said executors and the survivors or survivor of them, in trust, to be by them used and expended in forwarding and endowing an institution of learning in the State of Iowa.

The wishes of the testator were complied with sympathetically by his sons, Gen. Lewis B. Parsons, jr., Charles Parsons, and George Parsons. They canvassed the question of location long and cautiously. Several towns entered into an earnest competition to secure the college. Fairfield was one of these. It had the advantage of a fine site, a superior community, and an honorable educational history. A branch of the State University had been located there as early as 1849, had long been aided in its educational progress by such men as Hon. Christian W. Slagle, and it was then the home of such a college friend as Senator James F. Wilson. The citizens of the town invited it with pledges of over \$29,000. They secured it in 1875. Classes were organized immediately.

The first class graduated in 1880. In 1889-'90 there were 194 students in attendance, representing six different States. There were 24 in the musical department, 69 in the preparatory, and 115 in the collegiate. The latter were classified as seniors, 15; juniors, 11; sophomores, 33; and freshmen, 56; and also as classicals, 59; scientifics, 46; and partial course students, 10.

The preparatory course extends through three years. Candidates for either the classical or the scientific course in college must take Latin during the three years, geometry two terms, and algebra to quadratics, while two years also of Greek are required of the classicals. Scientifics take a larger number of elementary sciences in place of the Greek.

In college, electives appear in the sophomore year. Among the required studies are two years of Latin, eight terms (eight-thirds of a year) of physical science, four each of natural and mathematical, three of mental, and two of political science for either a bachelor of arts or a bachelor of sciences degree. The classicals must take Greek two years (with the

option of another), and during that time the scientific study German. Provision is made for other studies also, and among them for five terms of French. The first enlargement of the courses seems likely to be in the direction of history and English literature.

The classical freshmen take the following studies during their first term: Biblical instruction—Old Testament history, 1 hour a week; English—rhetoric, 2 hours a week; Latin—Livy, Roman history, 4 hours a week; Greek—Lysias, Homer, history, 4 hours a week. mathematics—higher algebra, 5 hours a week.

POST-GRADUATE DEGREES.

At present a graduate of Parsons College, of three years' standing, engaged in scientific, literary, or professional pursuits, is entitled upon application to receive the appropriate second degree. The second degree and the college diploma may be secured by a graduate (of three years' standing) of Parsons College, or of any other college of equal grade, who satisfactorily completes any four lines of post-graduate study as prescribed, in ancient languages, modern languages, literature and history, mental and moral sciences, physical and natural sciences, mathematics, and in political and social science. The diploma is granted on the further conditions that a graduate of Parsons pays five dollars, and a graduate of any other college pays fifteen dollars, when he commences his post-graduate study, and that the final examination shall not be given in less than two years after that time. A thesis is to be submitted as a part of the examination in most lines of study.

The following are given as specimens of these post-graduate courses:

Ancient languages.—Virgil, fifth and sixth books; Cicero, *De Natura Deorum*; Horace, Three Epistles and Three Satires; Lucretius, *De Rerum Natura*, first and second books; Thesis—The Philosophies of the Romans as Taught by the Different Schools. Herodotus, chapters VII and VIII; Æschylus, *The Persians*; Curtius's Greece, Books II and III; Grote, chapters XXX–XLVI; Thesis, subject to be assigned.

Mathematics.—Analytical geometry, Wentworth. Surveying, calculus, differential and integral, Wentworth. Comte's *Philosophy of Mathematics*.

THE ENDOWMENT, ETC.

The endowment consists of some \$36,500 from the Parsons bequest, about \$40,000 from Gen. L. B. Parsons, jr., and gifts and pledges from others, making the total about \$125,000.

Ten \$500 scholarships have been endowed in full or in part, and two legacy bonds of \$2,000 each have been executed to endow still others.

The members of the collegiate faculty in present service are: Rev. Ambrose C. Smith, D. D., president and professor of mental and moral sciences; R. A. Harkness, PH. D., professor of Latin; Rev. Hervey B. Knight, M. A., mathematics; W. J. Seelye, M. A., Greek; A. H. Conrad, M. S., natural sciences; J. E. Williamson, M. A., physical sciences and

mathematics; W. A. Wirtz, B. A., instructor in modern languages; J. V. Bean, M. D., lecturer on anatomy, physiology, and hygiene; Rev. J. F. Magill, D. D., instructor in biblical history and evidences.

UNITED BRETHREN.

WESTERN COLLEGE.

Western College was originated by an annual conference of the church of United Brethren at Muscatine in 1855, and was designed to be the one college of that body in the Northwest. A donation of \$6,000 determined its immediate location on the prairie 8 miles south of Cedar Rapids, where it was opened in 1856.

While there its presidents were: Solomon Weaver, 1856-'64; Rev. William Davis, 1864-'65; M. W. Bartlett, 1865-'66; Homer R. Page, 1866-'67; E. C. Ebersole, 1867-'68; and Rev. E. B. Kephart, beginning in 1868. In 1875-'76 there were 37 students in the college proper and 182 in its preparatory and commercial departments.

In 1880 railroads were near Western, but not likely to be nearer than 3 miles. The college was in a district still rural, in the vicinity of competitive institutions which were more easily accessible and better endowed. Even President (now Bishop) Kephart, one of the most popular and most scholarly men in the denomination, could not materially increase its endowment while at that point or overcome the general embarrassment from the location. The college was removed to Toledo in 1881, when ex-Senator Kephart resigned the presidency of Western for the bishopric of the United Brethren.

William M. Beardshear accepted the presidency in 1881 and held it till 1889, when 19 professors and instructors in the college were teaching 402 students. A Christmas fire destroyed the main building and its contents in 1889. Its very prompt restoration by the liberality of the friends of the college, and especially of those in Toledo, made 1890 memorable.

The catalogue of 1889-'90 contains the names of 375 students in the five literary, business, and art departments of the college. Of these, 19 are college seniors, 10 juniors, 19 sophomores, and 19 freshmen.

Ten courses of study are offered, including a preparatory course of three years, classical, scientific, philosophical, literary, and normal courses of four years each, and a post-graduate course of three years. The preparatory course covers a portion of the literary and normal courses.

The freshman year in the classical course is devoted to Greek (Anabasis, Herodotus, and the Iliad), Latin (Livy, Horace, and Quintilian), mathematics (algebra completed, geometry of space, trigonometry, and surveying), rhetoric, and inductive Bible studies. The philosophical course substitutes German or French for the Greek of the classical course, and includes more philosophy than the scientific course.

Special courses of reading (additional to the courses of study) are offered. Students who maintain an average grade of 90 per cent in their studies, and at the same time complete these courses of reading, will receive special recognition by having inserted *cum laude* in their diplomas.

The library contains about 3,000 volumes. The productive endowment is now \$65,000, yet \$85,000 have been added to the general endowment fund. The growth of the college is demanding increasing funds, while a debt is causing some anxiety.

The following-named persons constitute the faculty of 1890-'91: J. S. Mills, A. M., PH. D., president, professor of mental and moral science; A. M. Beal, A. M., vice-president, Tama County, professor of natural science; H. W. Ward, B. A., professor of ancient language and literature; B. M. Long, A. M., professor of English literature and history; W. H. Reese, PH. M., professor of pedagogy and principal normal department; E. F. Warren, M. A., professor of mathematics; E. B. Kephart, A. M., LL. D. (bishop U. B. Church), lecturer on Christian evidences; Hon. L. G. Kinne, LL. D., lecturer on elementary and criminal law and the law of real property; Hon. E. C. Ebersole, A. M., lecturer on constitutional law; E. R. Smith, B. S., M. D., lecturer on physiology and hygiene; J. A. Ward, B. S., director of the business department and professor of bookkeeping and commercial law; J. M. Eppstein, director of conservatory and professor of music; Miss Ella Mobley, instructor in drawing and painting; L. F. Loos, instructor in German; Miss Luella Pickett, instructor in shorthand and typewriting; E. F. Warren, M. S., librarian; A. M. Beal, A. M., curator of the cabinet; H. W. Ward, B. A., secretary.

UNDENOMINATIONAL.

AMITY COLLEGE.

Rev. B. F. Haskins in the early part of 1853 completed the plan which resulted in the foundation of Amity College. He proposed that a company should purchase a tract of Government land and settle on it as "a colony of Christian reformers," and that they should found a college where both sexes should be educated, manual labor should be encouraged, and all reformatory (especially antislavery) principles should be inculcated.

From April, 1854, to November, 1855, committees explored Iowa, Missouri, and Kansas, and then located the colony and the college at what is now called College Springs, in Page County.

In 1860 the college owned over 6,000 acres of land, a one-story frame building 22 feet by 28, and an unfinished two-story brick building 40 feet by 50. The first class in the "academic department" was organized in 1857, but all that was academic soon disappeared in the common school of the place. Efforts to develop "college" life abounded in

failures until the college was incorporated, in 1871, and indeed until Rev. A. T. McDill, a graduate of Monmouth College, took charge of the struggling school in 1872. The advent in 1873 of Prof. Adam Grimes, a former student of Iowa College and a specialist in mathematics, is noted as an epoch in the development of the institution. During the five years of Mr. McDill's presidency the attendance is said to have increased greatly (though the highest number of students in any one year was 106), the "interest-bearing credits" rose to \$22,000, and the unsold college lands were valued at \$18,000.

The best building on the campus was erected in 1883 at a cost of \$25,000, is well furnished, and heated by steam. The buildings and grounds are now worth \$30,000 and the productive endowment is \$42,500, and more than one-fourth of this has been added during the presidency of Rev. Dr. T. J. Kennedy. The number of students in its commercial, music, art, normal, scientific, and classical departments was 319 in 1889-'90. Of these those enrolled in the college classes were as follows:

	Classical.	Scientific.	Normal.
Seniors.....	1	5	.....
Juniors.....	5	4	.....
Sophomores.....	2	2	23
Freshmen.....	2	28	.....
Total.....	10	39	23

The studies for the classical freshmen are:

First term.—Cicero's Orations (4 books), Anabasis (6 weeks), Memorabilia (6 weeks), Practical Ethics (Janet), plane trigonometry (4), history of England (3).

Second term.—Horace's Odes and Satires, Memorabilia, spherical trigonometry and surveying, general history (Greece and Rome), (4).

Third term.—Horace's Satires and Art of Poetry (3), Homer (Keep's Iliad, books 1-2), analytical geometry, general history (mediæval and modern), (4); Latin and Greek prose composition, and reading at sight during the year. Rhetoricals each term.

The scientific course in college requires the same time as the classical, but one year less in preparation.

The fourth year (senior) normals take the following studies:

Plane trigonometry, chemistry, political economy, English literature (American authors), chemistry, laboratory work, spherical trigonometry and surveying, logic, English literature (English authors), astronomy, evidences of Christianity, English literature (English authors), review of primary studies.

Students who complete the normal course with a general average for each term of not less than 8, and who sustain a good moral character, will be entitled to a normal diploma, and with the addition of six terms in Latin they will be entitled to the degree of bachelor of didactics.

The college faculty consists of Rev. T. J. Kennedy, D. D., F. S. SC., president and professor of mental and moral science and Latin; S. S. Maxwell, M. S., professor of the natural sciences and curator of the

museum; Ernest B. Skinner, A. B., professor of mathematics and political science; L. A. Sahlstrom, A. B., professor of Greek and modern languages; Mrs. Adelaide Coe Skinner, PH. M., professor of English literature and didactics; Miss Hallie Patrick, B. MUS., instructor in preparatory studies; Miss Jennie Littell, instructor in painting and drawing; Miss Hallie Patrick, B. MUS., professor of instrumental music, piano and organ; O. J. Penrose, M. ACCTS., principal of Amity Commercial College and professor of bookkeeping, commercial law, and business practice; Mrs. O. J. Penrose, instructor in elocution, typewriting, and shorthand; Miss Damaris Wright, instructor in vocal and orchestral music.

Amitonian Academy, at Greenwood, Mo., is practically a second preparatory department of Amity College, and is in the care of F. W. Dunlap, B. S. It occupies what was formerly called Lincoln College, and enrolled 39 students last year.

The history of Amity College will be found in its catalogues and in the history of Page County.

CHAPTER X.

NECROLOGY.

Iowa pioneers had a passion for education. It embraced everything from the alphabet to the summit of the university. Their successors in the State have been like them. A recent writer has said that Iowa has suffered from the efforts to create a college in every town of any size.¹ It is true that men influenced by local or larger ambitions have sacrificed treasure with and without permanent visible results; nevertheless Iowa has gained rather than lost by these sacrifices. These college deaths have not been cessations of educational life. Here, as elsewhere,

“There is no death. What seems so is transition.”

Those higher ambitions have aided in creating the Iowa school system and the living colleges of to-day.

The institutions which they projected, and yet failed to maintain, have been very numerous, and especially in the earliest settlements. Of the fifty incorporated during the twelve years between 1838 and 1850 only two now exist under their original name: namely, Denmark Academy and Iowa College.

The period of rapid settlement was eminently the industrial period of Iowa history, and preëminently the period when manual-labor institutions were popular. There was not so much inquiry then as now how to connect the manual industries with the public schools. The scholars were learning enough of those at home. In the secondary or higher schools, however, the pupils must be among strangers. Manual labor there would help to pay their expenses and keep them in sympathy with manual laborers everywhere. The supply met the demand. The name did not always indicate this labor feature of the academy or college. The institution did not always engage to furnish the labor that might be desired, yet the teachers, at least, were *ex officio* agents to secure it.

It will be impossible to name all these institutions which did much good work during a few years of rising hope and then of increasing despair, and still more impossible (if that were conceivable) to notice all those that were merely opened, or organized, or chartered. Specimens only of early, though not in all cases the earliest, institutions may be mentioned.

¹ Harper's New Monthly Magazine for July, 1889, p. 173.

ALEXANDER COLLEGE.¹

This college was established by the Synod of the Presbyterian Church of Iowa (Old School), in the year 1853, at Dubuque. Its preparatory department was opened in the fall of 1854, in the former residence of Mr. James L. Langworthy, on the corner of Locust and Twelfth streets, with an attendance of about 50, under the active management of Rev. A. H. Kerr, A. M., and Mr. C. W. F. Wullweber, A. M. The general supervision was given to Rev. Joshua Phelps, pastor of the Presbyterian church in Dubuque, as president, elected by the synod, but who never took any active part in the work of instruction during the life of the school.

At the beginning of the second year, Prof. Jerome Allen, then principal of the academy at Maquoketa, Iowa, was added to the faculty. Profs. Kerr, Wullweber, and Allen conducted the school for the years 1855 and 1856. The faculty elect, as it appeared in the catalogue, contained the names of Dr. C. C. Parry, of Davenport, and Rev. Samuel Newbury, but neither ever gave instruction or received any salary, although Mr. Newbury acted as financial agent for a year. Efforts were made in 1855-'56 to put the college on a firm, pecuniary foundation, the result of which was a site of about 4 acres was obtained, mainly through the liberality of Dr. J. W. Finley, located on the bluff, a mile from Main street. A building 100 by 50, four stories high, was commenced and so far completed as to be roofed and two rooms partly finished, when the financial crisis of 1857 put a stop to all further building. In this condition the structure stood for over ten years, a habitation of bats and birds, and a melancholy monument to injudicious zeal and financial disaster. During the year 1857 the school was taught in the two partly finished rooms of this building by Profs. Allen and Kirkpatrick.

Profs. Kerr and Wullweber having resigned, the first becoming pastor of the Presbyterian Church at St. Peters, Minn., and the second opening a law office in Dubuque, at the end of the year 1857 the school finally closed its doors and Alexander College added its name to the long list of dead institutions in the Mississippi Valley. During the life of this school, it enrolled more than 200 different students, most of whom were in the preparatory departments, but it organized both freshman and sophomore classes. Its standard of instruction was always very high, and many of its students became eminent during the civil war, and since that time in business and professional life. Its school work was a marked success, and its influence must be counted as an important factor in shaping the educational work of northern Iowa, especially when it is remembered that during most of its life the public-

¹ This sketch is very kindly furnished by Prof. Jerome Allen, one of the professors in the college and now professor of pedagogy in the University of the City of New York.

school system of Dubuque was unorganized, and that this was the first and only school of high grade in successful operation north of Dubuque before the civil war.

It failed to live long, but it did not fail to do its duty while it existed.

DAVENPORT FEMALE UNIVERSITY.

This university had some characteristics of an educational balloon at its origin, during its existence, and at its collapse. A volume published in 1855 notices it as follows:

This institution still in the first year of its history is the only female seminary in the United States which, in the character and extent of its instruction, is founded upon the broad basis of a university.

By the scheme of its organization provision is made for (1) twelve professorships in the sciences and letters; (2) two professorships upon the professions of the sex; (3) one professorship upon conversation and proprieties; (4) one professorship upon the trades taught in the universities; (5) one professorship upon domestic economy and domestic duties.

By the scheme of its organization provision is also made for granting eighteen species of diploma.

The university is designed to supply not only the great wants in the female educational systems of the times, but the wants of divers classes of our countrywomen, the wealthy as well as the indigent, genius as well as mediocrity.

The character and extent of the instructions, unapproached as they are by any female institute in the country, do not constitute, however, the only evidence of superiority. The university, while it takes the title of a great school of industry and learning, does not overlook the interests of those who have claims upon its beneficence. Accordingly it opens its halls, with scarcely a shadow of tribute, to those who seek its groves.

The daughters of the clergy, without regard to faith, are entitled to tuition at half the established prices * * * provided they board with the principal.¹

The exact location of this remarkable institution is not easily discovered, and it is said to have disappeared as suddenly as it came into view. The railroad had just reached the Mississippi. Iowa contained only about 300,000 people. There was no urgent demand by Iowa girls for "eighteen species of diploma." They had no occasion to leave the prairies to obtain the best of instruction in domestic economy and domestic duties.

The name of this university does not appear in the Davenport directory of 1856. The State suffered nothing by its advent, perhaps nothing by its exit.

THE LADIES' COLLEGE.

The Ladies College (known later as Mount Ida Female College) was opened in Davenport, May 2, 1855. Its proprietor at one time was T. H. Coddington, esq., at another, Rev. M. M. Tooke. The college building (still standing) was of brick, 120 feet in front, 80 in depth, and four stories high. The campus embraced the entire block on the bluff on Third street between College and Bridge avenues.

¹ N. H. Parker's "Iowa as It Is," pp. 246-249.

The aim of the college was "to prepare young ladies for the active, practical duties of life * * * by a judicious combination of mental, moral, and physical training." Its proprietor said: "The manner of teaching will be the most approved and improved known in our country or in Europe."

The college faculty consisted of T. H. Coddington, principal, and Mrs. M. A. Coddington, Rev. F. L. Dudley, Miss Adeline Hayes, Miss Amelia R. Gue, Miss Mary J. Welles, and Miss Sarah A. Dudley. In 1856 150 students were enrolled. It was not a financial success, and was discontinued before the civil war.

IOWA FEMALE COLLEGIATE INSTITUTE.

Articles of incorporation were recorded for an institution bearing this name at Iowa City, July 29, 1853. It was to be under the auspices of the Independent Order of Odd Fellows of Iowa. It was founded on "the same broad and liberal basis" and was to enjoy "the same freedom from every species of sectarianism which distinguishes that order."

A perpetual scholarship was offered to every lodge which should contribute \$100 to its funds, and for an equivalent contribution from an individual a scholarship for twenty years, or during his natural life, was promised. By this arrangement, its originator said, "we hope to be able at some future day to offer free instruction to all poor orphan daughters of the order in the State. This, indeed, is a primary object had in view by the board in the establishment of their institution, and will not be lost sight of in their future plans."

A very gratifying success rewarded the labor of collecting funds. The city council of Iowa City donated a site for the college building in September, 1853; the corner stone was laid October 27 of that year. "The project had the confidence of the community." Money came in from lodges and from individuals while the walls of the building were rising. The money and pledges amounted to over \$6,000, and the walls rose till the first story was completed. It seemed very certain that the entire building would be completed in the autumn of 1855 until the life of the institute, Rev. A. Russell Belden, was prostrated by disease. His death, in August, 1855, was practically the death of the enterprise, although it was not definitely abandoned till a few months later.

Notices of the institute may be found in Parker's Iowa as It Is in 1855, and in Hon. H. W. Lathrop's Historical Sketch of Kosciusko Lodge No. 6, I. O. O. F., Iowa City.

HUMBOLDT COLLEGE.

This institution has attracted more public attention and seemed at one time to represent larger assets than any other in Iowa ever did that is now, perhaps, hopelessly closed.

Rev. S. H. Taft, a Unitarian gentleman, thought that there was room and demand for one college, at least, in Iowa which should be

distinctively Christian and yet as manifestly undenominational. He had led a colony from New York and located with it at Springvale in 1863 at the place now known as Humboldt. He began to agitate for his ideal college as early as 1865.

He induced such men in Iowa as Hons. C. C. Cole, C. C. Carpenter, B. F. Gue, John Scott, J. F. Duncombe, J. C. Bills, William Ingham, and Austin Adams to become trustees of the college. Most cordial assurances of interest in the effort were obtained from such eminent Eastern gentlemen as President Thomas Hill and Rev. Drs. A. P. Peabody, James Freeman Clarke, Rufus Ellis, Edward E. Hale, and J. H. Morrison. Iowa soil was rich, but Iowa men were not, consequently only a few thousand dollars were raised in this State. Eastern friends, especially Eastern Unitarians, responded generously, one lady¹ giving \$6,000.

Some 80 acres of land were obtained for the college; a marble college building was erected at Humboldt at a cost of \$40,000, a library of 1,300 volumes was collected, and property valued at \$100,000 accumulated.

English, preparatory, and collegiate courses were arranged and a school was opened in 1872 and maintained several years. In it at times President Taft, aided by three teachers, gave instruction to 111 pupils. Success in the class room, however, was disaster to the treasury, for increasing numbers necessitated increasing expense without a corresponding enlargement of income, since free tuition had been promised to 100 pupils. A debt of \$15,000 had been incurred and secured by a mortgage on college property; some benevolent men east and west desired to know somewhat more definitely what ideas would be represented by the institution before they invested largely in it; questionings concerning the financial management arose in influential quarters; the inflow of sympathy and assistance was checked, creditors asserted their legal rights, and immediate college hopes vanished in 1880.

The building has been used for school purposes occasionally since then; the last time by Mr. W. M. Martin. It still stands as a monument to generous plans and benevolent effort. Rev. S. H. Taft has been called the "father and the mother of the college." He carried it in his arms and in his heart while it lived, and mourns its loss parentally now that it is dead. He labored for it heroically and unselfishly, and will be remembered gratefully as one who has done much for education and for high moral ideals in the State, even though he has not accomplished all that he most desired.

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¹ Mrs. Anna Richmond, of Providence, R. I.

COLUMBUS SEMINARY.

Glenwood was a flourishing village and a county seat in southwestern Iowa in 1858. Columbus Nuckolls, a capitalist, and Loudon Mullen, a business man, projected a rival for it 3 miles to the eastward, and named the rising town Loudon. A school, an embryo college, seemed essential as an attraction for the best to become its citizens, and it was hoped that the Methodists would take charge of the school.

Omaha was then almost invisible, and Council Bluffs was a hamlet 20 miles away. Loudon grew rapidly and seemed to many to be the coming city of the Missouri Valley. Houses clustered around the seminary building as it went up, but alas! "before the last story of the proud building was finished a terrific storm leveled it to the ground. It was rebuilt; but a second time, before it was completed, a storm demolished it. These misfortunes greatly discouraged all concerned. The boom exploded, bickering and jealousies arose, as often happens when evil overtakes an enterprise. Columbus and Loudon were in hard luck. The treasury exhausted, faith dead, and confidence wrecked, a panic ensued. As told by an eye-witness, the scene that followed beggared description. Contributors, anxious to get as much as possible of what they had put into the seminary building, came in wagons drawn by horses, by mules, or by oxen, swooping down upon the prenascent 'university' and loaded it in and carried it to the four quarters of the county. Thus ended 'Columbus Seminary,' and to-day the plowboy turns up the soil for a cornfield where the ephemeral 'Loudon' once stood."¹

THE COMEDY AT BROOKS.

An effort to build a Methodist college at Brooks, on the Nodaway, was made soon after the failure at Loudon. It was so far successful that a two-story building was erected, a president engaged, and his library sent forward in a single box, though the gentleman himself failed to appear. The books became a circulating library and the college building, like the best preserved palace of Tiberius on Capri, was, at last advices, a cow stable.

ALGONA COLLEGE.

Father Taylor was the chief founder of Algona College, although it was started in the name of a stock company. It was opened to students in 1868 and offered to the Methodists in 1870. That denomination was not in haste to adopt it, for other places in the Northwest were disposed to give pledges of local assistance to secure a Methodist institution. Their final conditions with Algona were, that when the people of Kosuth County should pay off the debt on the building and raise an endowment of \$20,000 they would assume the care of the institution.

¹ MS. letter of Prof. O. H. Baker.

At the request of the college trustees the Methodist conference chose a president for the college in 1871. Prof. O. H. Baker accepted the office and undertook the double task of raising the funds required by the conference and carrying on college instruction. Aided by Rev. B. C. Hammond, he visited the sod houses of Kossuth County and in six weeks secured pledges from its large-minded people nearly covering the amount desired. Those who now reside in Algona speak in the highest terms of the instruction given in the college during those busy months, so full of hope, and especially of the work of Prof. Baker and his accomplished wife. It was almost, perhaps altogether, preparatory for college, embracing the ancient and modern languages, sciences, and literature.

Unavoidable disaster was awaiting them. The grasshoppers came down on all northwestern Iowa year after year. Those pioneer farmers were made bankrupt. Some fled from their new homes; those who remained were on the verge of starvation. College pledges could not be redeemed. Those penniless men constituted the Methodist conference, and it, too, was unable to carry the institution through that plague of locusts. Prof. Baker was forced to abandon the enterprise in 1875, and the property soon after changed hands.

Should a monument be erected to the memory of Algona College, it would be proper to inscribe upon it, "Slain by grasshoppers."

SPRINGDALE SEMINARY.

The years before and immediately after the enactment of the school law of 1858 was the era of private schools. Many of these were subsequently merged in public schools. The seminary at Springdale, in Cedar County, is a substantial representative of a considerable number of these during their transition period.

A group of Friends residing at Springdale and interested in the religious education of their children (as Friends always are) maintained a private school for several years. The public school system was assuming such completeness and attaining such success that it was becoming manifestly desirable to remove every obstacle to its further progress. Yet private schools in many localities were making well supported public schools an impossibility in their vicinity. The Friends at Springdale fully appreciated all this, and in 1867 made an arrangement to secure for themselves the advantages of both the private and the public school.

(1) A new independent district was organized according to the laws of the State.

(2) The Friends of Springdale Monthly Meeting donated some \$3,000 to the independent district.

(3) In consideration of this gift the officers of the independent district made a written contract with the Monthly Meeting (which was legally incorporated for the purpose) to the effect that (*a*) a religious

meeting under the care of the Monthly Meeting should be held in the schoolhouse during school hours once each week; (b) a committee of the Monthly Meeting should have an equal influence with the officers of the district in the selection of teachers. The arrangement satisfied every voter in the independent district for a considerable time. Objection was made at last and the Monthly Meeting surrendered its guaranteed privileges, and the district retained the donation.

There is some evidence that there are still public schools in which an influence just as distinctively denominational is exerted and even that money has been appropriated by districts for the direct support of denominational schools. There is no other case probably where a denomination has done so much for a public school and received so little from it as at Springdale, where a high school has been carried apparently to a higher grade than at any other point so eminently rural.

CHAPTER XI.

THE HIGHER EDUCATION OF WOMEN IN IOWA.

By RACHAEL C. CLARKE, A. M., *Smith College.*

It is a suggestive fact that of the fifteen institutions in Iowa bearing either the name college or university all admit women, and all have women on their teaching force. That there are no institutions of the higher education distinctively for women is characteristic of the State. And the fruits of the method are the homes in which man and woman are equal partners in economy, property rights, business, and pleasure.

And yet, though there are so many colleges endeavoring to give women the higher education, it is necessary to consider what is meant by higher education before special mention can be made of any of them. If the standard as established by the conservative institutions of the East is the accepted one, then many of the colleges will be found wanting; for aspirations and scheduled courses of study do not make culture. There is yet "the knowledge of the best that has been thought and said in the world;" and this knowledge can come only where the appliances for its attainment are above the average. So long as the condition exists that a teacher comes to an institution finding only three hundred books in the college library and finding that library not particularly well selected, and yet the only one in town, just so long must means for culture be crude.

But while allowance has to be made for the weakness of youth, for lack of appliances, and above all, for lack of abundant funds, still there are some schools that in the face of these disadvantages are doing excellent work. Parsons College, though new, does superior work in some departments; Cornell College, at Mount Vernon, under the control of the Methodists, is pushing to the front, while Iowa College, at Grinnell, under the Congregationalists, the State Agricultural College, at Ames, and the State University, at Iowa City, are recognized as the best schools of the State.

The history of the admission of women to Iowa College is an interesting one. Some thirty years ago nine of the girl graduates of the Davenport High School petitioned, as they were financially unable to go to the seminaries in the East, to be allowed to recite with the college classes then meeting in Davenport before the removal of the college to Grinnell. Some of these girls were daughters of the trustees.

The privilege of recitation was finally granted them, and a three years' course was made out similar to that of seminaries. It is needless to add that in good time the question of graduation and diplomas was a vexed one. But that adjusted itself. The so-called "ladies' course" has, however, proved something of a check to higher education, for it required less of preparation than did the regular college course. So soon as the student was admitted to it she was obliged, though lacking adequate preparation, to recite with the regular college classes, scheduled also for the "ladies' course." Later the ladies' course was remodeled, enlarged from three to four years and called the literary course. It now requires the same preparation that the other courses require, and has in itself been solidified, so that it leads to the degree of bachelor of literature, and this is taken by men as well as by women. Previous to this change and despite drawbacks, more than a hundred women took as full a course as was offered them, and held their own in the class room. The statistics recently compiled by the lady principal of the college show, as seen by the following quotation, the rate of progress. She says:

In the fall of 1884 there were 6 young women working in the degree courses and 35 in the ladies' course; there are now 65 in the degree courses and but 18 in the present so-called old literary course, which is yet itself not the oldest literary course, viz, that called the ladies' course. That is, while there were then 14 per cent of the young women regular students in the college doing full collegiate work, there are now 79 per cent in full collegiate work.

In the first forty years of the history of Iowa College, but 19 women received degrees. In the last four years 15 have received degrees and this number will be increased next June by the 13 of the present senior class, who are now in degree courses. Of this number 3 were persons who had completed the old literary course and, not satisfied, had returned to make up the full course and take the degree. From this year on no person will be admitted to any but degree courses.

The college is especially fortunate in its attractive buildings, less than ten years old, its excellent laboratory, its astronomical observatory, fitted with a telescope having a lens fresh from the hands of Alvin Clark. The library is small, but many of the 15,476 volumes are well selected and well established in pleasant and comfortable rooms. It was, however, a matter of surprise to the writer to find that the library is open only five hours a day. Surely the value of a library lies partly in the ease with which students may have access to it.

While the work at Grinnell is taking the direction of work in long-established institutions, that at the agricultural college trends differently. The aim of the institution is to offer an opportunity for the thorough study of the sciences and industries. Mathematics, physics, chemistry, botany, zoölogy, civil and mechanical engineering, are the departments which are amplified and extended, while literature and the languages are given but limited place. Greek is not included in the course of study. Latin is an elective, and one man is at the same time professor of English literature, history, and Latin.

A course in domestic economy is offered to the women in the college classes. The circular states that—

The department or course is based upon the belief that no industry is more important to human happiness than that which helps to make home and that a pleasant home is an essential element of broad culture and one of the surest safeguards of morality and virtue. It was organized to meet the wants of pupils who desire a knowledge of the principles that underlie domestic economy and the studies are specially arranged to furnish women instruction in applied housekeeping and in the arts and sciences relating thereto, to incite them to a faithful performance of the everyday duties of life, and to inspire them with a belief in the nobleness and dignity of true womanhood.

The president of the college says with regard to the women students:

We usually have about 70 young ladies each year to about 220 or 230 young men. All our courses are open to ladies and they are more or less in our general science course, and civil engineering course, in addition to the regular ladies' course. From the natural incongruity they are not in the veterinary, agricultural, or mechanical engineering courses, though they take some of the studies in each. Every encouragement is given to the women here, and as a rule they do quite as good work as the young men.

The discipline of the college, I believe, even with the dormitory and boarding system as a necessity, to be on the whole less difficult and perplexing than if ladies were not here. With a single exception there has been nothing in the way of rudeness, roughness, and violence so common where young men alone board and room in large numbers together in college buildings.

The State University, at Iowa City, aims to do true collegiate work, although its standard does not allow it to rank with the institutions in the Association of Collegiate Alumnae. It has from the first offered women equal opportunities with men. The women graduates of the State University have been classified as follows:

Normal department.....	128
Collegiate department.....	173
Law department.....	9
Medical department.....	30
Homeopathic medical department.....	29
Dental department.....	4
Total.....	370

The departments of law and medicine are so really excellent and afford so good opportunities for women desiring professional education that they should have at least a word in passing.

In the collegiate department five courses of study are indicated. These are the scientific course, the philosophical course, the classical course, the course in civil engineering, and the course in letters.

It was the aim of the faculty to make these courses as nearly equal in difficulty as possible. The scientific course includes, besides the sciences, French and German and the English language and literature, but has no place for Latin. The philosophical course offers specially German, Latin, history, English literature, psychology, and the history of philosophy. Of 48 students in the senior class 19 are women. Of

these, 10 elect the philosophical course, 8 the scientific, 1 the classical. Out of 52 juniors 15 are women; 6 of these take the philosophical course, 5 the scientific, 4 the classical. Of 64 sophomores 18 are women; 9 take the scientific course, 9 the philosophical. Of 99 freshmen 39 are women; 15 take the scientific course, 22 the philosophical, 2 the classical.

A decided statement comes from a member of the faculty to the effect that the women have always held their own with the men. A few years ago a professor kept a record of the standing of the young men and the young women separately. When the averages were made out their difference was an infinitesimal fraction.

Young women at the university are not a little hampered by the lack of material aids for the university has but few desirable buildings. One of these is the astronomical observatory, furnished with a telescope constructed by Grubb, of Dublin; a portable astronomical transit instrument, by Mr. Würdemann, of Washington, D. C.; a prismatic sextant, No. 234, by Pistor & Martus, of Berlin, and several various forms of spectroscopes.

The chemical and physical building, in process of construction, promises to be admirably adapted to its purpose.

In 1885 the natural science building was opened. Here an excellent zoölogical museum representing several valuable collections is on exhibition.

"The libraries of the university," so states the circular, "contain in the aggregate about 24,000 volumes. The general library contains 20,000 volumes and is accessible to students of all departments during six hours of every day. Books may also be drawn for outside use."

The main building of the University is the old State capitol. It is barnlike, unattractive, and uninspiring. The university depending as it does upon the general assembly for its income is painfully limited. Within two years a legislator expressed himself by saying that \$10,000 a year was money enough to run any institution, twice as much as his farm was worth. So long as this condition of mind continues among the legislators and so long as the university is allowed but \$85,000 annually the State of Iowa can not hope to have a university to compare with Michigan University.

It is remarkable that in these coeducational institutions women have unequal faculty rank with men. At the State university, for example, no woman holds a professorship. The woman who is called "assistant professor of the Greek language and literature" entered her work as a substitute for her brother upon his death. At the expiration of the year, although she did her work every whit as well as he had done, she was made assistant, with an instructor's rather than a professor's salary. And in Iowa College, while the lady principal has great responsibility and every consideration of respect, including a vote in faculty and full charge of a college department of study, she has \$300 less sal-

ary than the professors, and the trustees have this spring refused to confer upon her professorial rank. The writer of this paper wishes here to enter her warmest plea that the best interests of the girls in these institutions demand the supervision and friendship of a woman of intellect, culture, and tact. A few such women are to be had, but they know their worth, and would refuse to enter the work without adequate compensation and all the rights of a professor, including the faculty vote. They know the weight these things have with students. And in a State where society is as it is here the value of the best kind of a woman in the faculty is incalculable.

Most of the institutions in the State calling themselves colleges or universities, besides those previously considered, are no more than secondary schools. It is lamentable that the dignity of secondary work has so little recognition. Iowa needs preparatory schools, schools that will not only do preparatory work, as our so-called colleges are forced to do, but that will have the courage openly to say that this is what they are doing. One purely preparatory school has now been maintained for four years—Miss Clarke's school for girls, in Des Moines. It has already prepared students for Vassar and Wellesley colleges and has students in course of preparation for Smith College.

Many of the colleges and universities are, moreover, denominational. In Des Moines, for example, there is the Des Moines College, under the control of the Baptists, and Drake University, under the management of the Church of the Disciples. Both these schools are doing a kind of work for young country people, but both of them lack appliances necessary to advanced research. The Des Moines College has, however, within the last year been reorganized upon a distinctively advanced principle—that is, it is the only college of the denomination in the State. This denomination has already established one or two preparatory schools for the college, and its intention is to establish others as fast as possible.

As to denominational schools in general, the argument of a famous professor at the University of Michigan, that a sectarian school develops the individuality of the denomination, is perhaps the argument that can best be urged in its favor. And in turn one can but wonder if the individuality thus developed tends to the broadest and highest altruism.

Another point has specially come to sight in the preparation of this paper, and that is the expenses of students. One college announces the general expenses for each term as follows:

Board and furnished room.....	\$27 to \$42
Fuel and lights.....	3 to 4
Tuition and incidental fee.....	11 to 12
Books	2 to 5
Washing	2 to 4
Total.....	45 to 67

It also states that "some of our most worthy and successful students rent rooms and board themselves at still lower rates. By the economy of this method they sometimes make the entire expenses for a term as low as \$20." The economy of the method is doubtful. There are now many graduates of colleges in this State who know that they owe an enfeebled digestion and a permanently impaired physique to the days of starvation in student life. It is for a woman an especially serious matter thus to lay the foundation of nervous exhaustion and prolonged invalidism. It can be but little short of a crime that in a land where nutritious food ought to be provided too many of the tables which are set for our young people would not bear the inspection of a medical officer.

The problem is not so very difficult of solution. More ample provision in the way of scholarships would aid worthy and indigent students. It would not be an impossible matter year after year to establish scholarships if the alumni of the institutions could be roused to a more vital interest in the institutions from which they were graduated. Then the general solution of inexpensive education for the masses might come through the university extension system. While ordinarily we should be unable to secure Johns Hopkins lecturers, yet each small town has enough professional men to establish regular courses of lectures at low rates of tuition. By utilizing all available material, both permanent and transient, the machine would be not perfectly equipped, but at least working toward the great end for which coöperation machines in England and the East are already working.

We could thus dispense with some of our inferior institutions. Enthusiasm aroused, we should find our young men and women as interested in advanced study by lectures as were the miners of an English town who walked home from lectures, a distance of 5 miles, twice a week. Once, on returning home, a river had overflowed and they were obliged to go through water up to their waists, but they persevered in attending the lectures, and took the examination that would have been a credit to them at Cambridge University had they been allowed to compete there, and then, in their own town, repeated the lectures which they had heard. We may, if we undertake to advance this system, cease to merit the reproach conveyed in the answer of a laboring man from England who was seen in Ohio by a tourist. When asked how he liked this country he replied that as a mere animal he could exist here better than in England, but that he missed the Cambridge lectures so seriously that he did not feel as if he could make this country his home.

CHAPTER XII.

EDUCATIONAL AUXILIARIES.

Although the special object of this monograph is to notice the institutions of Iowa which are called "schools," it may be permissible to acknowledge that the high educational rank of the State is not due entirely to these. Among other educational agencies of the State the *press* deserves highest honor. Whether industrial, literary, political, or religious, it has advocated the best that could be done educationally in the State or for it. No party or sect has sustained a press antagonistic to any degree of education which the State should choose to provide or which private benevolence was inclined to maintain.

Iowa claims a full share of the honor which Prof. James Bryce concedes to America when he says:

Nowhere in the world is there growing up such a vast multitude of intelligent, cultivated, and curious readers. It is true that, of the whole population, a majority of the men read little but newspapers, and many of the women little but novels. Yet there remains a number to be counted by millions who enjoy and are moved by the higher products of thought and imagination; and it must be that as this number continues to grow, each generation rising somewhat above the level of its predecessors, history and science, and even poetry, will exert a power such as they have never yet exerted over the masses of any country.¹

It will be acknowledged that Iowa men read the annual millions of pages of its newspapers,² and Iowa men read Walter Scott, Dickens and George Eliot. It will also be claimed that both men and women read much more than these. Iowa is not a small buyer of weeklies, monthlies, quarterlies, and bound volumes from both sides of the Atlantic.

READING AND CHAUTAUQUA CIRCLES.

Historic and literary clubs, unions for the study of economic and social science, are enriching the thoughts and conversation of multiplying groups in Iowa towns and cities.

It has already seemed necessary to notice the influence of scientific associations on schools in favored localities. Agassiz associations of boys and girls in country and in town are promoting original observations of nature and a more diligent study of books.

¹ Bryce's *American Commonwealth*, II, p. 714.

² Of the 912 regular publications in Iowa, 1 is a quarterly, 44 monthlies, 692 weeklies, and 51 dailies.

All this wider reading, all these literary and scientific unions, are stimulating adults to create enlarged educational facilities, and inspiring the young to utilize them more eagerly.

The following have been some of the distinctively school journals of the State: The District School Journal, Dubuque (R. R. Gilbert, editor), known also as The Iowa Journal of Education, 1853-'56; The Voice of Iowa, Cedar Rapids (J. L. Enos, editor), 1857-'59; The Literary Advertiser and Public School Advocate (Rev. S. S. Howe, editor), Iowa City, 1859-'60; The Iowa School Journal, Des Moines, 1860-'75; The Iowa Instructor, 1859-'62; The Common School, Davenport, 1874-'77.

The leading educational papers at present are monthlies: The Central School Journal, Keokuk, founded in 1877, which has a circulation of 8,350; the Iowa Normal Monthly, Dubuque, commenced in 1877 and now having a circulation of 5,000; and the new Iowa School Journal, Des Moines, and now in its fifth volume.¹

Most colleges also, and some smaller schools, have special organs, conducted by students. A large number of small papers in the interest of local schools have been maintained for varying periods. At present educational journals from Boston to San Francisco are patronized liberally in Iowa. In addition to these, educational columns are opened by enterprising newspaper publishers, and some of the best teachers are filling them.

THE STATE TEACHERS' ASSOCIATION.

This is the most influential educational organization outside of the school system. The first meeting of what may be called the State Teachers' Association was held May 10, 1854, at Muscatine. It was at the time when immigration was at its flood tide, in the year when 961 men and 772 women taught in 1,520 schools, for which there were in the State 1,005 school houses. The call for it had been issued by D. Franklin Wells (then in charge of the Muscatine public schools) and seventeen other teachers. The officers then elected were—President, Hon. J. A. Parvin, Muscatine; vice-president, Rev. Daniel Lane, Davenport; recording secretary, D. Franklin Wells, Muscatine; corresponding secretary, Rev. Samuel Newbury, Dubuque; treasurer, Prof. G. W. Drake, Oskaloosa; executive committee, Rev. Samuel Newbury, Dubuque; G. B. Dennison, Muscatine; Rev. W. W. Woods, Iowa City; Prof. D. S. Sheldon, Davenport; Prof. H. K. Edson, Denmark. Some of these, though sympathizing with the movement, were not present at the meeting.

The real work of the association began with its second session, which was held at Iowa City, December 27-28, 1854, and when such teachers as D. F. Wells, of Muscatine; James L. Enos, of Cedar Rapids; William Reynolds, of Iowa City; Samuel Howe, of Mount Pleasant, and others,

¹ Ex-superintendent Henry Sabin's monthly, "Iowa Schools," is the youngest of Iowa school journals and has no superior. It takes the place of the School Journal and The Schoolmaster.

took part in the exercises.¹ The president, Hon. John A. Parvin (then a member of the State legislature and later of the constitutional convention of 1857), delivered his inaugural on The Necessity of Universal Education. Prof. Jerome Allen, then of Alexander College, Dubuque, had picked his way across prairies and through rivers to speak on The Utility of Chemistry, nevertheless a heavy cannonade of set speeches was not in order at that meeting so much as the fusilade of discussion at close quarters with teachers, and especially with the legislators who lingered in Iowa City during the holiday recess of the State legislature. The few teachers there were men of one idea, one at least, and each man desired to press that one upon the immediate attention of fellow-teachers and of lawmakers. Rarely, if ever, did members of this association have a smaller or a more inspiring audience. Only eighteen days before that meeting convened in the hall of representatives the oath of office had been administered in the same place to James W. Grimes when he entered upon his first term as governor. In his inaugural on that occasion he had said:

Its [the Government's] greatest object is to elevate and ennoble the citizen. It would fall far short of its design if it did not disseminate intelligence and build up the moral energies of the people. * * * To accomplish these high aims of Government the first requisite is, ample provision for the education of the youth of the State.

The echoes of these words and of others even more emphatic from that inaugural had scarcely ceased when those teachers entered that legislative hall. Advanced steps in education were impending. The men who must take the initiative in the general assembly were before them. The teachers led off in educational plans and resolutions. The legislators too were neither inattentive nor silent. One of the teachers then present says that each of them "seemed to have a school plan of his own and considered the time propitious for relieving himself of his knowledge of common-school science."

The results of that conference of teachers and lawmakers were doubtless of importance unsurpassed by any subsequent meeting of the association. The legislature provided for free schools soon after, and teachers and people soon organized graded schools. That meeting may not have originated that educational revival; it is evident, at least, that those men were among its leading evangelists.

For some reason the next meeting, which was to be held at Davenport September 4, 1855, was a failure, but an educational convention in

¹ One young man sat silent in that convention who never repeated the offense. He had come from Illinois, had crossed the Mississippi River at Savannah and in the utmost peril, and then, with a lunch in his pocket, had walked over almost houseless plains to Iowa City. That silent peripatetic was so pleased with the convention and with the State, and others were so pleased with him, that he was soon known as C. C. Nestlerode, of Tipton (Iowa) graded school, president of the State Teachers' Association, and one of the editors of the school journal established somewhat later. Thenceforward he made life interesting to those whom he loved to call "the school killers of Iowa."

Iowa City June 16-18, 1856, effected a permanent organization under the constitution (somewhat modified) of the association of 1854 which has since borne the name and been regarded as the continuation of that earlier body. Its purpose was, as then said, to "carry into efficiency the present private and public school system of education in the State of Iowa." Arrangements were then made which resulted in the publication of the Voice of Iowa as the organ of the Teachers' Association and of the State superintendent.

Later meetings of the association can receive no detailed notice. The presidents of the association, with the dates and places of meeting, have been as follows:

1854, Muscatine and Iowa City, J. A. Parvin; 1855, no meeting; 1856, Iowa City and Muscatine, J. L. Enos; 1857, Dubuque and Iowa City, D. F. Wells; 1858, Davenport, C. C. Nestlerode; 1859, Washington, F. Humphrey; 1860, Tipton, D. F. Wells; 1861, Muscatine, A. S. Kissell; 1862, Mount Pleasant, C. C. Nestlerode; 1863, Grinnell, M. K. Cross; 1864, Dubuque, H. K. Edson; 1865, Oskaloosa, Oran Faville; 1866, Cedar Rapids, L. F. Parker; 1867, Des Moines, M. M. Ingalls; 1868, Keokuk, T. S. Parvin; 1869, Marshalltown, W. M. Brooks; 1870, Waterloo, Jona. Piper; 1871, Council Bluffs, J. S. Buck; 1872, Davenport, S. N. Fellows; 1873, Iowa City, L. M. Hastings; 1874, Des Moines, A. Armstrong; 1875, Burlington, J. H. Thompson; 1876, Grinnell, C. P. Rogers; 1877, Cedar Rapids, Miss P. W. Sudlow; 1878, Marshalltown, H. Sabin; 1879, Independence, W. J. Shoup; 1880, Des Moines, R. G. Saunderson; 1881, Oskaloosa, S. Calvin; 1882, Cedar Falls, R. A. Harkness; 1883, Des Moines,¹ L. L. Klinefelter; 1884, Des Moines, H. H. Seerley; 1885, Des Moines, W. F. King; 1886, Des Moines, M. W. Bartlett; 1887, Cedar Rapids, L. T. Weld; 1888, Des Moines, J. L. Pickard; 1889, Des Moines, Lottie E. Granger; 1890, Des Moines, James McNaughton; 1891, Des Moines, H. H. Freer; 1892, Cedar Rapids, L. H. Hacker.

The association has grown until its annual assembly numbers 1,000 teachers or more, and its enrolled membership is about 900. Its work is now done in six sections, to wit: The educational council, college and university department, county superintendents and normal department, elementary and graded department, department of secondary instruction, department of penmanship and drawing.

The first section organized² was the college and university department.

Only a few general facts concerning the association can now be given, and a few illustrations appended.

(1) It has addressed itself to the apparent needs of the hour.

A sort of association-institute was held at Dubuque in 1857. Meth-

¹ Superintendent W. W. Speer, of Marshall County, was president, but in the absence of him and of the first vice-president, the second vice-president, L. L. Klinefelter, acted as president of the association.

² In 1871, at Council Bluffs.

ods of teaching were discussed and educational subjects presented, such as English grammar, by Prof. Jerome Allen; geography, by C. C. Nestlerode; mental arithmetic, by C. C. Nestlerode, J. L. Enos, and others; written arithmetic, by J. L. Enos; reading, by C. Childs; spelling, by J. H. Sanders, D. F. Wells, and others; phonetics, by J. H. Sanders, etc.

(2) Important legislation has been promoted by it.

The establishment of a reform school for juvenile offenders was first proposed in the association by C. C. Nestlerode in 1857, and a committee was appointed to memorialize the legislature in its behalf. Its advocacy was continued until the reform school was established by a bill introduced by the first president of the association. The services of W. A. Bemis, of Davenport, deserve special recognition at this point.

Graded schools were recommended in 1857, and enlarged provision made for them in the substantial terms of the bill prepared by C. C. Nestlerode.

A board of examiners empowered to grant professional and life certificates to the deserving was proposed by Prof. T. S. Parvin in 1861 and created by the board of education a few months later.

(3) It has not been inhospitable to educational novelties.

In 1857, on motion of J. H. Sanders, of Oskaloosa, it favored the publication of a series of text-books in phonetic type. At its last session, December 30, 1890-January 2, 1891, it indorsed the phonetic spelling of such words as "thru," and "tho."

Nevertheless it tabled a resolution offered in 1859 "that females should enjoy the right of suffrage in school matters."

(4) A high standard of morality and of moral influence has been repeatedly announced, one at times almost puritanic.

In 1857, on motion of Prof. Stone, of the State University, it resolved that entire abstinence from all intoxicating drinks as a beverage was essential to the highest grade of physical, mental, and moral attainments. The use of tobacco has been discountenanced.

A few years ago the local committee provided for an association dance at its annual meeting. A resolution of practical censure was introduced, and after discussion was withdrawn on the ground that the general sentiment unfriendly to the exercise had been sufficiently indicated.

(5) The use of the Bible in the schools has been advocated. In 1859 the association voted that it should be read daily in all our schools.

(6) Its expressions during the civil war were intensely unionist.

When Iowa was raising its quota of the first 300,000 volunteers called for by President Lincoln in 1861, the president of the association assured¹ Governor Kirkwood that every teacher was ready to enlist. The expressions of the association itself by repeated resolutions were characterized by Western directness and emphasis. They would not have been inappropriate in a recruiting station for the Union Army.

¹Iowa Historical Record for April, 1891.

IN CONCLUSION.

The general purpose of this volume has necessitated many regretted omissions. In noticing the outlines of educational progress during territorial times and since Iowa became a State, it has seemed best to emphasize the growth of secondary and of higher education as fostered by law and by political action. Professional schools and professional departments have been neglected. Even on chosen lines important additions have been considered. Towns and teachers have attempted to encourage manual industries through the public schools, and to stimulate the children to business habits and to economy by aiding them to make deposits in savings banks. These efforts, though only moderately successful, have been memorable and valuable. Training schools in cities have been very useful in fitting candidates for local service. Such city schools as those of Keokuk, Burlington, Davenport, Clinton, Dubuque, Marshalltown, Oskaloosa, Des Moines, Sioux City, and others, have risen to their high rank by the wisdom and by the efforts of teachers in schoolrooms and of citizens outside, which are worthy of note and of wide recognition.

The builders of private schools merit a vastly more liberal recognition than has been possible here, more liberal indeed than they will ever receive unless the groups specially interested in them shall soon gather up the shreds of history still obtainable from the failing memories of the aged. Earliest Iowans left little record of themselves in newspapers or in pamphlets; printing presses were scarce in their days.

The front rank in literacy obtained by this State is due to the high character of the early settlers and to their earnest and continuous efforts in promoting all educational interests. The State institutions have maintained an honorable position during all their history, and probably no serious question will ever be raised again as to the right of the State to carry its instruction above the sphere of the common school. The only query will be how far it is expedient to go in each high school; how far in the highest schools.

Some existing colleges may decline and even die; others will grow stronger from decade to decade until they shall become Yales and Harvards in the West. The love for these institutions which is now developing in the minds of penniless students as they enjoy college privileges on charity foundations will yet empty well-filled purses into rich endowments, best monuments to early college wisdom and to the donors themselves.

The future of education in Iowa seems safe. The fertility of its soil insures it ample resources; the intelligence and character of its people is a guaranty that its wealth will continue to promote knowledge and virtue.

[Whole Number 201]

BUREAU OF EDUCATION.
CIRCULAR OF INFORMATION NO. 7, 1893.

STATISTICS
OF
PUBLIC LIBRARIES
IN THE
UNITED STATES AND CANADA.

BY
WESTON FLINT,
STATISTICIAN OF THE BUREAU OF EDUCATION.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1893.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., July 7, 1893.

SIR: I submit herewith for printing a Circular of Information containing the most recent statistics regarding the public libraries in the United States containing 1,000 volumes and upward. These statistics have been collected under the supervision of Mr. Flint, the statistician of this Office, who has carefully digested the returns. In the introduction to the circular he has given a series of diagrams showing the comparative condition of older and newer States in regard to libraries, together with an exhibit of the growth in the six years since the last report on libraries was printed. A comparison of libraries by size, amount of library property, method of support, method of issuing books, classes of books in the collections, number of volumes issued to readers, ratio of number of books to the population, and other items, is given, illustrated with graphic views.

In the year 1876 Gen. Eaton, then Commissioner of Education, collected statistics giving information concerning 3,647 public libraries in the United States. This list included all public libraries containing 300 volumes and upward that could be heard from. Ten years later (1884-'85), undertaking to revise this list, he succeeded in obtaining returns from 5,338 libraries—thus increasing the former list by 1,691, or nearly 50 per cent.

The expression "public library" in this list included school, college, and college society libraries; medical, theological, law libraries; historical, scientific, and sanitary libraries, social libraries, society libraries, including those of the Young Men's Christian Associations, those of Independent Order of Odd Fellows, and learned societies; general libraries, including free libraries supported by taxation, subscription libraries, government libraries, and in brief all libraries for the use of the public at large or for institutions, societies, or special classes of people.

The aggregate of volumes of these 5,338 libraries was 20,622,076, giving an average of nearly 4,000 volumes to each.

Preëminent among States was the showing of Massachusetts, with its 569 libraries and 3,560,085 volumes. Next came New York, with 2,168,508 volumes in 780 libraries.

The list of libraries herewith presented includes only such as contain 1,000 volumes and over, and the aggregate of such is given as 3,804. Deducting from the list of 1885 all libraries of less than 1,000 volumes, the number reported was 2,987. It appears from this that the increase in six years is something over 27 per cent in number of libraries. The increase in number of books is 66 per cent, being 12,000,000. From this it appears that there has been an increase in number of volumes on an average of nearly 2,000 to each library. In recent years large benefactions have been made to found and support libraries. In sections where public libraries are authorized by law for each town many donations from private sources have been made to furnish elegant and convenient buildings to hold the books.

The past fifteen years form an era of unparalleled activity on the part of the professional librarians of the country. It is interesting to note that the American Library Association was formed at the time of the publication of the first report by this Bureau of the statistics of libraries in the United States. That report contained a notice of the first convention of librarians in 1853 and a call for the first meeting of the Library Association in Philadelphia in 1876. The activity of the Library Association there founded has been a wise one, because it has been a concerted activity. It has organized beneficent movements, in the way of classification and methods of keeping library records; in useful devices for shelving, for issuing, for taking inventories, for establishing branch libraries in convenient places, for making the library useful to special classes, for printed catalogues, card and other catalogues. Much has been done in the way of cataloguing the contents of serial publications and reports of institutions and systems. The library is the most powerful of all the tools of thought, and to the American Library Association is due the gratitude of scholars for numerous devices which tend to the perfection of this instrument.

All persons interested in the subject of education will note with satisfaction the progress of the library. Next after the school and the daily newspaper comes the library in educative power. These three institutions are the great secular means which our people have to prepare themselves for their singular destiny. The school, for the most part, finds its function in teaching how to read. The newspaper and library furnish what to read.

It is clear that one of the most important interests in education is to be found in connecting closely the common school with the public library. It is common to call a person educated who knows the rudimentary branches—reading, writing, arithmetic, geography, history, grammar, etc. By these he is enabled to help himself to the information and wisdom stored up in the library. He is prepared to begin the work of educating himself. To be educated in any true sense of the word he must use the library and master the experience of mankind. The school gives the preliminary preparation for education, and

the library gives the means by which the individual completes and accomplishes his education.

I have often pointed out that the American school has some sort of justification for its much blamed adherence to the text-book method of instruction. The pedagogues of other nations, and especially those of Germany, condemn our system for its worst features—the slavish use of the book and the frequent acceptance by our teachers of parrot-like repetition of the text in the place of an intelligent understanding of what is set down in the book and a critical investigation of the subject at first hand.

This is doubtless the weakest side of our school education. But it has, I repeat, this great good thing to counterbalance in some measure its evil. It has by a happy sort of instinct been guided towards a newer and higher method than that which our critics would put in its place. For they would substitute the oral method, and thereby make the schoolboy still more dependent on the living voice of his teacher for what he gets from mankind. The boy who is taught to use the printed page properly—how to weigh its statements and critically test them by such experiments as he can make, or compare them with other authorities by aid of the library—is a far more shifty boy than the one who has merely received his instruction orally. For it is not usual to receive from the living teacher his words in a critical and questioning attitude. Few teachers are able to encourage in their pupils the spirit of inquiry and independent verification to the extent of letting their own teachings submit to this treatment. There is something too personal in this exclusively oral method, this lecturing method, and it has its weak sides, as weak as those it condemns in the American school. For if there are pupils in every school and whole classes in exceptional schools that memorize the words of the book without comprehending their meaning, on the other hand there are those taught by the oral method who write out the words of their teacher and piously repeat what has been dictated to them. Moreover, not having before them the full and well-balanced discussion of the text-book, they get a one-sided, distorted view of the subject-matter. They can not, if they come to a point where they lose the thread of the discourse, go back and pick it up—they are dragged from point to point by the necessity of keeping up with the lecturer and lose entirely what they fail to grasp on first hearing. Such pupils, too, grow up with a tendency to require oral explanation made to them and a reluctance to go to the scientific treatise and dig out the whole subject for themselves.

What there is good in our American system points toward this preparation of the pupil for independent study of the book by himself. It points toward acquiring the ability of self-education by means of the library.

Instead of parrot-like repetition of what is in the text-book, our model school requires the pupil to restate in his own language the ideas

of the book. But even this is a small part of what it requires, for it insists on a critical examination of the statements of the book in view of all the facts that can be otherwise ascertained and adduced by pupils and teacher, and also in view of the same author's statements elsewhere in the book.

The text-book is impersonal and does not impose on the individuality of the pupil the weight of authority that the living teacher carries with him in spite of all efforts that he may make to encourage independent judgment.

This is the good element in our American method, I repeat again, and when our country was everywhere sparsely settled (as it is even now except in a few sections) it was obvious that the individual must depend on the printed page of the book for what he should get from his fellowmen in the way of scientific observation of the world and man, and in the way of thought and reflection on the data recorded. The library is the storehouse of the aggregate observations of all mankind on the phenomena of the universe—not of what the senses of one single man have perceived, but of what the senses of all men have perceived; more than this, the library holds the record of the reflections of all human brains on these data of observation. And even more than this, the library holds in its works of literary art the portrayal of human nature as it has been lived and is lived by all stages of civilization and by the various races that people the earth. It holds this vast mass of observation, reflection, and insight, not in its crude form, but winnowed out—each grain that the library preserves was taken from a mountain of chaff. Doubtless it holds still on its shelves much chaff, but compared with the crude material of human experience from which it has been saved it is all precious grain.

In the American school the pupil is set to work learning how to master what is found on the printed page. This is the central object toward which our national methods have been unconsciously guided. In order that the pupil shall acquire the ability to use the library he must first learn to read. This involves learning the alphabet and the spelling book and much more. For the schoolboy must in school set about acquiring a new and higher vocabulary of words. He brings with him from home a colloquial vocabulary meager in its number of words and in their quality to express subtle distinctions or precise definitions, or elevated sentiment, or profound thoughts. In school he commences by learning first how to recognize the words of his colloquial vocabulary in a printed and written form. Before this epoch he has only known them by ear—they were sounds to him—now they must be represented to his eye by conventional characters.

After he has learned to recognize the words in printed form that were already familiar to him by ear, he is set to mastering a series of text-books which use strange technical words new to his ear, new to his eye, and likewise expressing ideas new to his mind. He learns a

special vocabulary of these for arithmetic and other branches of mathematics; another for geography and his relations to the earth and its inhabitants; another for history and his relations to his fellow-citizens, his nation, his race, and the stream of generations down which he and his contemporaries have descended. He learns to recognize in the institutions of society the organized forms of his higher selves that have been unfolded and realized for him in those institutions. A special vocabulary has to be learned for these things and also for the study of language in grammar and philology. Language is the first revelation of human nature, its structure being an embodiment of the logical laws of the mind.

Every special science has its own special vocabulary, larger or smaller, of new words. The schoolboy must learn their external forms and their internal meanings.

But there is a more important and more practical language of reading than science, and this is literature or what has been called the "literary bibles" of the nations. The content of literature is the revelation of human life in its aspirations and actions, in its victories and its defeats. Homer, Dante, Shakespeare, and Goethe are the great leaders of the sacred army of men who have made and are making this revelation of human life. Every literary writer has a style of his own, which his readers must learn to master. The school teaches a hundred or more of these styles by choice extracts in the higher school readers, the selections being intense and impassioned pieces of prose and poetry calculated to arouse the imagination, refine the taste, and kindle the aspiration of the youth, as well as give him some acquaintance with the special vocabulary and peculiarities of style that he uses. For this purpose a book of selections like the typical school reader is far better than any other device that can be thought of. But it should be supplemented by other reading which deals with entire works of literary art.

I come now to mention a practical device by which the common school can especially fit its pupils for the use of the library, and a device, too, that any library can aid indefinitely in carrying out in its neighborhood.

The regular reading lesson in the school does not and can not occupy much time on the daily programme. Not many pages can be read over, because the pupil must be questioned and cross-questioned on the meaning and use of the words and on the power and effect of the style used and on the near and remote thoughts suggested. No pupil after a good drill on a literary piece ever reads a similar piece in book or periodical without looking consciously or unconsciously for some of the points that have been brought out in his lesson. He is now of a capacity to get more from his reading than was before possible to him. His vocabulary has been increased, but not so much as his power to increase it. If he would only take home

with him a book from the library and read a whole story written by the author whose literary gem he has carefully studied in school, he would be able to increase his higher vocabulary far more rapidly than he will do otherwise. He will, moreover, fix and assimilate this higher vocabulary in such a way that it will always remain his own. Still better, he will become a home reader and a user of the library for life.

Let us suppose that he has read for the day with his class at school a charming selection from Walter Scott's "Lady of the Lake." The teacher has ten copies of the "Lady of the Lake," and lets the ten best pupils in the class take home the poem for the week and read it through—a week is sufficient for this. The entire poem is the topic for an hour's conversation on a Friday afternoon. The next week the second ten pupils take this poem to their homes; a third week another set of ten, and so on until all the class have read this poem, which will make a memorable epoch in their lives. A selection from Swift's Gulliver's voyages to Lilliput or to Brobdignag would perhaps be found in the child's fourth or fifth reading book, and the whole story could be read at home by the children if ten or twenty copies of the book belonged to the school library.

The library is the most important link in that great movement that has recently spread hither from England. I refer to university and school extension. Few children complete the course even of the primary school. Only one in four who enter the high school completes it. The great desideratum, therefore, is some method by which the school influence can follow the pupils who leave school before completing the work, or who, graduating from it, ought to continue their work. Having learned how to read, they should now use their acquired power to some purpose, to master the fields of human learning.

I have spoken of the eminent value of works of literary art for giving the pupil a higher vocabulary of thought and feeling, and for making him acquainted with himself. By this knowledge one does not, of course, mean a knowledge of his own petty idiosyncrasies and peculiarities, but a knowledge of human nature at large; a knowledge of what is substantial in character and profound in human thought. Literature is the best, but it should not by any means be the exclusive course of reading.

For the supplementary reading to be done at home there should be intermingled books of history, books of travel, popular expositions of the different sciences. Some people would have these books and no others, and would call them alone the "solid" books, while the pure literary works they would denominate "trash." In my opinion they could not commit a more serious error. I have known many parents possessed of the science craze who tried to educate their children on science to the exclusion of literature, but their results were pitiful. Their children were deprived of an insight into human life—into the springs of human character and the motives that prevail among the people with whom they must live. This knowledge of human life

obtained through the writings of genius should occupy the first place on the list of studies essential to direct self-preservation, using the expression of Mr. Herbert Spencer and pointing out, by the way, that his own scheme of studies is very far from corresponding to the requirements of the principles that he lays down.

On the other hand, one must be careful not to commit the opposite mistakes of excluding science and history or of slighting these studies for literature. They are all necessary.

It must not be forgotten that this work in supplementary reading is a work of self-help on the part of the pupil and is of very great value from this point of view. It assists very much to neutralize the effects of bad school methods where they happen to exist. Another great point is that the books are taken home by the pupils into families who have no accumulation of books, or, at best, only of such books as lack popular interest. These books taken home are picked up by the parents and older brothers and sisters and read by them. This makes the supplementary reading system an educator of the people as people—an extension of the school that is of vital importance.

The library should get hold of this phase of school extension and so manage it that all who begin it are drawn into the use of the library.

Fiction is the bait by which we create a love for reading, and it should lead out to other reading, especially in the line of science, and history, and philosophy. But I have tried to show that it is not a hopeless case if it does not lead into these fields to any great extent, for the reading of fiction has the substantial benefits which I have stated. But there is fiction and fiction. Fiction written by an author who has deeply lived, deeply felt, and deeply thought is of value to all men whether simple or learned.

But the weak and shallow writer who has not sounded the depths of life, not seen its ethical substructure, such a writer is immoral and misleading in his views of life even though he supposes himself to be very religious, and be, in fact, engaged in writing Sunday-school books.

In another circular of information published by this Bureau is given a list of the 5,000 books to be purchased as the most useful foundation for a new library. These books are classified alphabetically by authors and titles, by two separate schemes of classification. Another circular, "Cutter's Rules," of which two editions have already been printed and circulated, relates to the minute details of the professional librarian's work. It is a circular prepared by Mr. Cutter, of the Boston Athenæum, and has been widely called for and used.

I can not forbear calling attention again and again to the cosmopolitan significance of the three educational instrumentalities of our time. The school teaches how to read—how to use the printed page to get out of it all that it contains. The library furnishes the what to read; it opens the storehouse of all human learning. These two are complementary functions in the great work of education. But the third great

educational appliance of our time is the periodical, and especially the daily newspaper. In fact, we are in our time acquiring a sort of new consciousness by aid of this instrument, for it is a spiritual process of manufacturing public opinion out of private observation and reflection. Every morning it is customary for the dweller in the city to take a survey of the entire life of the globe—a brief glance at the nations most remote, a fuller view of those more nearly related to him, and a complete survey of what is in his neighborhood. The correlation of the near and the remote, the custom of carrying in his mind the world affairs, develops a sort of epic consciousness vastly more educative than the former village gossip that prevailed in the tavern or in the shop. It elevates the individual into a higher plane of thinking, substituting the universal for the particular. It would seem as though the world as a whole is bound to grow into this newspaper civilization and that it is a necessity of all newspaper civilizations to be democratic in their form of government. But it is evident that this newspaper species of education needs the coöperation and perfecting influence of the library. The school is essential to the newspaper reader to give him that knowledge of a printed vocabulary of words and that smattering of geography, history, grammar and science required to understand and follow the newspaper articles.

The apparatus for higher investigation is to be found in the bibliographic lists in various fields of human learning. The librarians have constructed indexes to periodical literature, subclassified under such heads as the several special sciences, the special departments of history, localities, biographies, etc. A "Critical History of America" in eight volumes has been prepared by a distinguished librarian. Here is a field in which the librarian prepares the mass of human learning for the use of his less persistent or less plodding fellow-citizen, the newspaper reader, or at best the popular book reader. The learned librarian leads him to original sources and offers these sources in a compendious form for his use. Indexes and collections of original sources do wonders to deepen and make accurate the scholarship of a nation. Those familiar with German scholarship need only to be reminded of the vast number of works of this order which facilitate the complete survey of special subjects.

The school and the newspaper and the library, working together, may be each helped by the other, and all may be united into one very potent instrumentality of education for the universal elevation of the people that is on its procession in different parts of the world. The community, locally self-governed, is likely to be interested with a truly cosmopolitan spirit (and shall I not say with a missionary spirit?) in all other peoples around the globe. In this line we see infinite possibilities of growth in perfection, infinite possibilities of that education which adds to the individual life vicariously the life and life's experience of all his fellow-men.

This aspect of the question suggests a still broader one: The school and the newspaper and the library, working together in mutual helpfulness, form the very potent means of education which is necessary for the universal elevation of the people that characterizes the history of the world in the present century. Intercommunication by steamships, railroads, telegraphs, telephones, and an omnipresent postal system, generates a cosmopolitan spirit, or what is better called the missionary spirit. Feelings of hostility toward foreign nations or distant sections of one's own country give place to feelings of humane personal interest. As each section becomes locally self-governed it uses its directive power more and more in view of the net result of the experience of the entire human race. This threefold means of education increases, with greater and greater rapidity, the diffusion of local self-government. There is a brain for each pair of hands. Each brain avails itself by means of the printed page of the labors of all other brains. Life becomes vicarious. Each human being lives his life not only for himself but as a lesson for all his fellowmen. Others may use his successful experiments and avoid repeating his unsuccessful ones.

All of which is respectfully submitted.

W. T. HARRIS,
Commissioner.

Hon. HOKE SMITH,
Secretary of the Interior.

STATISTICS OF LIBRARIES IN THE UNITED STATES.

From the establishment of a Department of Education in 1867, and its conversion into a Bureau in 1869, the importance of libraries as a factor in educational work has been recognized in its reports and other publications. The extended work of the Bureau on this subject began in 1870, when the collection of statistics and the preparation of the matter for a special report on public libraries was undertaken. The report was issued in 1876. This was before any regular library journal was printed in this country, and what has been done during the period since 1870 by the Bureau contains no small portion of the history of the progress of libraries in this country. This special report, after giving a short history of the first convention of librarians in 1853, contains the notice of a call for the first meeting of the American Library Association in Philadelphia in 1876, thus showing at the very beginning its interest in library management as a very prominent part in the educational interests of the country.

The Bureau of Education at that time, in considering the importance of libraries in connection with education, undertook four distinct things: (1) To trace the history of public libraries in the United States; (2) to show their present condition and extent; (3) to discuss the various questions of library economy and management; and (4) to present complete statistical information of public libraries of all classes. At that early date these four points mentioned covered a large field in the matter of library economy and management, and the publications of the Bureau since that date have given no small portion of their pages to these questions. As to the early statistics of libraries in this country but little can be found. Prof. Jewett, in his "Notices of Public Libraries," published by the Smithsonian Institution in 1850, gave a summary of public libraries, amounting to 694 and containing at that time 2,201,632 volumes. In the census of 1850 an attempt was made to give the number of libraries and the number of volumes they contained, exclusive of school and Sunday school libraries. This number was 1,560; the number of volumes, 2,447,086. In 1856 Mr. ——— Edwards in his summary of libraries gave a much smaller number of libraries, being only 341, but the number of volumes was nearly the same, being 2,371,887, and was also based upon the census of 1850. Mr. William J. Rhees, in his "Manual of Public Libraries," which was printed in 1859, gave a list of 2,902 libraries, but of all this number

only 1,312 had any report whatever of the number of volumes they contained.

From these meager statistics it is seen that the reports do not vary very much, giving about the same number of libraries and number of volumes in them, taking account of the changes that would occur from the different classifications as to what was excepted or omitted as a library. The annual reports of the Bureau from 1870 to 1874 contained limited statistics of only a few hundred libraries, and little more is shown than the fact that there were about 2,000 public libraries of all kinds in the United States. About five years of labor was expended in collecting material for the special report of the Bureau upon public libraries, which was printed in 1876, and this gave a list of 3,649 libraries of over 300 volumes, and the total number of volumes was 12,276,964, this being about the first fairly complete collection of library statistics. In the report of the Bureau for 1884-85, after considerable correspondence and using the former work as a basis, another list of public libraries was published, amounting to 5,388 libraries of over 300 volumes, an increase of 1,869 libraries in ten years, or almost 54 per cent. The number of volumes contained in these libraries at that time was 20,622,076, or an increase of about 66 per cent, and showing that the percentage of increase in the number of volumes was even greater than that of the number of libraries. An estimate of the proportion of smaller libraries under 500 volumes in that list indicates that these smaller libraries included only about 20 per cent of the books, so that this list could be said to fairly show the extent of the libraries at that time.

In the report for 1886-87, detailed statistics of the various classes of libraries were given, except those of colleges and schools, which were included in the statistics of those institutions. From the uncertainty of the data and the imperfect records given of the very small libraries, it was deemed best to restrict the statistics to collections of books that might be fairly called representative, and as those having less than 1,000 volumes made but a proportionally small percentage of the whole number of books the basis of 1,000 volumes or over was taken. This list included the statistics only of libraries of this size and amounted to 1,777 libraries, containing 14,012,370 volumes, and were arranged in separate lists by classes as far as it could be done. The libraries thus reported, which were wholly or partly supported by public moneys, numbered 670 and contained 6,963,850 volumes. Those otherwise maintained numbered 1,109, containing 7,048,520 volumes. Nearly every one of the libraries maintained wholly or partly by public moneys was free for public use. Of the libraries otherwise maintained, 868 required membership fees, annual subscriptions, or payment for books taken out, and these contained 5,532,750 volumes. From this it would seem to follow that the other 911 libraries, containing 8,896,620 volumes, were probably free libraries. The number of libraries and of volumes in each of the seven special classes in the report made in 1887 was

as follows: Free public lending libraries, 434; volumes, 3,721,191; free public reference libraries, 153; volumes, 3,075,099; free public school libraries, 93; volumes, 177,560; free corporate lending libraries, 241; volumes, 1,727,870; libraries of clubs, associations, etc., 341; volumes, 2,460,334; subscription corporate libraries, 452; volumes, 2,644,929; and circulating libraries proper, 751; volumes, 215,487.

LIBRARIES IN 1891.

The statistics given in the following pages are for the year 1891, and include only libraries of 1,000 volumes and over, thus differing from the complete report of 1885:

TABLE I.—*Summary of statistics of public libraries of 1,000 volumes and over, 1891.*

CLASSIFICATION ACCORDING TO SIZE.

States and Territories.	Classification according to number of volumes.							
	500,000 and over.	300,000 to 499,999.	100,000 to 299,999.	50,000 to 99,999.	25,000 to 49,999.	10,000 to 24,999.	5,000 to 9,999.	1,000 to 4,999.
United States.....	3	1	26	68	128	383	565	2, 630
North Atlantic Division.....	2	.....	15	36	75	182	295	1, 308
South Atlantic Division.....	1	.....	6	9	15	34	59	214
South Central Division.....				4	3	27	36	186
North Central Division.....		1	4	13	30	119	143	789
Western Division.....			1	6	5	21	32	133
<i>North Atlantic Division.</i>								
Maine.....				3	2	5	9	74
New Hampshire.....				1	2	7	6	76
Vermont.....					3	4	8	37
Massachusetts.....	2	.....	4	8	26	66	101	301
Rhode Island.....				3	2	4	19	45
Connecticut.....			1	4	4	6	15	108
New York.....			7	9	20	42	63	370
New Jersey.....				2	7	9	12	66
Pennsylvania.....			3	6	9	39	62	231
<i>South Atlantic Division.</i>								
Delaware.....						2	3	7
Maryland.....			3	2	5	8	8	45
District of Columbia.....	1	.....	3	5	2	9	9	28
Virginia.....				2	1	6	13	28
West Virginia.....						1	4	2
North Carolina.....					2	2	6	33
South Carolina.....					3	1	6	23
Georgia.....					2	4	8	37
Florida.....						1	2	11
<i>South Central Division.</i>								
Kentucky.....				2	.....	6	7	54
Tennessee.....					2	5	9	37
Alabama.....						4	5	18
Mississippi.....				1	.....	1	4	25
Louisiana.....					1	9	2	20
Texas.....						1	6	22
Arkansas.....				1	.....	1	3	7
Oklahoma.....								
Indian Territory.....								3
<i>North Central Division.</i>								
Ohio.....			1	5	5	27	24	131
Indiana.....				1	2	12	16	74
Illinois.....		1	2	1	6	28	33	147
Michigan.....			1	2	2	14	15	105
Wisconsin.....				2	1	11	8	61
Minnesota.....					5	2	9	40
Iowa.....					2	12	15	66
Missouri.....				2	4	7	12	80
North Dakota.....							1	2
South Dakota.....							1	10
Nebraska.....					1	2	5	23
Kansas.....					2	4	4	50

TABLE I—Summary of statistics of public libraries of 1,000 volumes and over, 1891—Continued.

CLASSIFICATION ACCORDING TO SIZE.

States and Territories.	Classification according to number of volumes.							
	500,000 and over.	300,000 to 499,999.	100,000 to 299,999.	50,000 to 99,999.	25,000 to 49,999.	10,000 to 24,999.	5,000 to 9,999.	1,000 to 4,999.
<i>Western Division.</i>								
Montana.....							2	3
Wyoming.....						1		2
Colorado.....						3	8	13
New Mexico.....							1	4
Arizona.....							2	1
Utah.....						1	3	5
Nevada.....					1			7
Idaho.....							1	2
Washington.....						2	1	7
Oregon.....						3	2	12
California.....			1	6	4	11	12	77

By examining Table I, it will be seen that there were, in 1891, 3,804 libraries. Of these, 3 contain over 500,000 volumes; 1 between 300,000 and 500,000; 26 between 100,000 and 300,000; 68 between 50,000 and 100,000; 128 between 25,000 and 50,000; 383 between 10,000 and 25,000; 565 between 5,000 and 10,000; and 2,360 between 1,000 and 5,000. In the geographical distribution of these libraries, the North Atlantic Division has 2 of the first class, or 67 per cent; 15 of the third class, or 58 per cent; 36 of the fourth class, or 53 per cent; 75 of the fifth class, or 59 per cent; 182 of the sixth class, or 47.5 per cent; 295 of the seventh class, or 52 per cent; and 1,308 of the eighth class, or 50 per cent. The South Atlantic Division has 1, or 33.33 per cent, of the first class; 6, or 23 per cent, of the third class; 9, or 13 per cent, of the fourth class; 15, or 11.7 per cent, of the fifth class; 34, or 9 per cent, of the sixth class; 59, or 10.5 per cent, of the seventh class; and 214, or 8 per cent, of the eighth class. The South Central Division has 4, or 6 per cent, of the fourth class; 3, or 2.8 per cent, of the fifth class; 27, or 7 per cent, of the sixth class; 36, or 6.4 per cent, of the seventh class; and 186, or 7 per cent, of the eighth class. The North Central Division has the only one of the second class; 4, or 15.4 per cent, of the third class; 13, or 19 per cent, of the fourth class; 30, or 23 per cent, of the fifth class; 119, or 31 per cent, of the sixth class; 143, or 25 per cent, of the seventh class; and 789, or 30 per cent, of the eighth class. The Western Division has 1, or 4 per cent, of the third class; 6, or 9 per cent, of the fourth class; 5, or 4 per cent, of the fifth class; 21, or 55 per cent, of the sixth class; 32, or 5.7 per cent, of the seventh class; and 133, or 5 per cent, of the eighth class. A study of this table by States gives very interesting details of the location of the larger libraries, as well as the larger number of libraries in those portions of the country where the system of free public libraries has been longest in existence. Of all these classes, the State of New York has 511 libraries and Massachusetts 508, decreasing down to 3, which is the lowest number, as will be found in Table IV, on pp. 9-10.

TABLE II, Part 1.—Summary of statistics of public libraries of 1,000 volumes and over, 1891.

SUPPORT OF LIBRARIES.

States and Territories.	How supported.											
	Corporation.	Taxes.	Corporation and taxes.	Fees.	Subscription.	Rents and sub- scription.	Subscription and taxes.	Endowment.	Private.	State.	Government.	Not reported.
United States.....	1,501	879	26	24	22	1	3	15	13	11	1	1,307
North Atlantic Division	713	440	20	3	8	.....	.....	6	11	5	.....	707
South Atlantic Division ..	146	60	.....	4	3	.....	.....	2	.....	2	.....	122
South Central Division ..	152	23	1	1	2	1	.....	2	.....	.....	.....	72
North Central Division..	414	312	3	6	6	.....	2	4	2	4	.....	346
Western Division.....	76	44	2	10	3	.....	1	1	.....	.....	1	60
<i>North Atlantic Division.</i>												
Maine	38	24	.....	.....	.....	.....	.....	.....	1	.....	.....	30
New Hampshire	23	37	1	.....	.....	.....	.....	.....	2	.....	.....	29
Vermont.....	14	5	.....	.....	2	.....	.....	2	.....	.....	.....	29
Massachusetts.....	153	192	12	1	.....	.....	.....	.....	2	.....	.....	148
Rhode Island	22	20	2	.....	1	.....	.....	.....	.....	.....	.....	28
Connecticut.....	63	17	.....	2	5	.....	.....	4	.....	.....	.....	47
New York.....	183	113	1	.....	.....	.....	.....	.....	1	.....	.....	213
New Jersey.....	44	6	.....	.....	.....	.....	.....	.....	1	5	.....	40
Pennsylvania.....	173	26	4	.....	.....	.....	.....	.....	4	.....	.....	143
<i>South Atlantic Division.</i>												
Delaware	6	1	.....	.....	.....	.....	.....	1	.....	.....	.....	4
Maryland.....	32	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	28
District of Columbia.....	5	36	.....	2	.....	.....	.....	.....	.....	.....	.....	15
Virginia.....	31	4	.....	.....	.....	.....	.....	1	.....	.....	.....	14
West Virginia.....	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
North Carolina.....	19	1	.....	.....	.....	.....	.....	.....	.....	2	.....	21
South Carolina	24	2	.....	.....	1	.....	.....	.....	.....	.....	.....	6
Georgia.....	16	3	.....	1	1	.....	.....	.....	.....	.....	.....	30
Florida.....	10	.....	.....	1	1	.....	.....	.....	.....	.....	.....	2
<i>South Central Division.</i>												
Kentucky	47	2	.....	1	2	.....	.....	.....	.....	.....	.....	17
Tennessee.....	36	1	1	.....	.....	1	.....	.....	.....	.....	.....	14
Alabama.....	14	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
Mississippi.....	14	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	13
Louisiana.....	24	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
Texas.....	15	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
Arkansas.....	2	1	.....	.....	.....	.....	.....	1	.....	.....	.....	8
Oklahoma.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	1
<i>North Central Division.</i>												
Ohio	77	37	2	.....	.....	.....	.....	.....	1	1	.....	75
Indiana.....	40	33	.....	4	.....	.....	.....	1	.....	.....	.....	27
Illinois	83	68	1	.....	2	.....	.....	2	.....	.....	.....	62
Michigan	31	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	50
Wisconsin.....	33	32	.....	.....	2	.....	2	1	.....	.....	.....	13
Minnesota.....	17	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	22
Iowa.....	51	26	.....	2	2	.....	.....	.....	.....	.....	.....	14
Missouri.....	41	9	.....	.....	.....	.....	.....	.....	1	.....	.....	54
North Dakota.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
South Dakota.....	4	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
Nebraska.....	10	5	.....	.....	.....	.....	.....	.....	.....	3	.....	13
Kansas	27	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
<i>Western Division.</i>												
Montana.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
Wyoming.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	8	8	1	1	1	.....	.....	.....	.....	.....	.....	5
New Mexico	3	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
Arizona.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	1
Utah.....	2	2	.....	.....	1	.....	.....	.....	.....	.....	.....	4
Nevada	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
Washington	2	1	.....	1	.....	.....	1	.....	.....	.....	.....	5
Oregon	11	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
California.....	49	23	1	6	1	.....	.....	1	.....	.....	.....	30

TABLE II, Part 2.—*Summary of statistics of public libraries of 1,000 volumes and over, 1891.*
OWNS OR RENTS, CIRCULATING OR REFERENCE, FREE OR SUBSCRIPTION, ETC.

States and Territories.	Owns or rents building.						Circulating, reference, or both.				Free, subscription, or both, etc.				
	Owns.	Rents.	State.	City.	Government.	Not reported.	Circulating.	Reference.	Both.	Not reported.	Free.	Subscription.	Both.	Private.	Not reported.
United States	986	436	38	14	4	2,325	103	406	1,838	1,456	2,156	912	83	1	651
North Atlantic Division ..	605	239	19	14	3	1,033	32	175	1,045	661	1,113	426	43	1	330
South Atlantic Division ..	77	22	1	.....	.....	239	8	63	114	154	168	90	2	.....	79
South Central Division ..	35	7	1	.....	.....	211	6	35	73	140	126	77	5	.....	46
North Central Division ..	236	139	15	.....	.....	709	47	106	531	415	630	275	27	.....	167
Western Division	33	29	2	.....	1	133	10	27	75	86	119	44	6	.....	29
<i>North Atlantic Division.</i>															
Maine	27	14	1	.....	.....	51	4	10	50	29	43	38	1	1	10
New Hampshire	26	10	2	.....	.....	54	.....	4	64	24	58	22	3	.....	9
Vermont	10	5	.....	.....	.....	37	6	1	24	21	32	13	.....	.....	7
Massachusetts	161	70	6	13	1	257	.....	47	332	129	351	90	.....	.....	67
Rhode Island	13	11	.....	.....	.....	49	8	2	34	29	47	23	.....	.....	3
Connecticut	36	28	.....	.....	.....	74	14	5	69	50	62	55	2	.....	19
New York	187	42	6	1	2	273	.....	65	240	206	304	63	15	.....	129
New Jersey	29	20	3	.....	.....	44	.....	7	56	33	47	32	1	.....	16
Pennsylvania	116	39	1	.....	.....	194	.....	34	176	140	169	90	21	.....	70
<i>South Atlantic Division.</i>															
Delaware	3	3	.....	.....	.....	6	1	4	5	2	5	7	.....	.....	.....
Maryland	36	4	.....	.....	.....	31	.....	21	27	23	42	11	.....	.....	18
District of Columbia	1	4	.....	.....	.....	53	1	16	14	27	38	4	.....	.....	16
Virginia	4	2	.....	.....	.....	44	1	8	17	24	21	20	.....	.....	9
West Virginia .....	.....	1	.....	.....	.....	6	.....	1	4	2	4	2	.....	.....	1
North Carolina	13	3	1	.....	.....	26	.....	4	18	21	18	8	.....	.....	17
South Carolina	8	.....	.....	.....	.....	25	.....	5	12	16	14	13	.....	.....	6
Georgia	10	3	.....	.....	.....	38	2	4	12	33	20	19	1	.....	11
Florida	2	2	.....	.....	.....	10	3	.....	5	6	6	6	1	.....	1
<i>South Central Division.</i>															
Kentucky	6	2	.....	.....	.....	61	3	12	15	39	32	24	1	.....	12
Tennessee	6	1	.....	.....	.....	46	.....	7	19	27	21	20	2	.....	10
Alabama	9	.....	.....	.....	.....	18	1	4	5	17	15	5	.....	.....	7
Mississippi	11	2	1	.....	.....	17	1	3	15	12	16	7	.....	.....	8
Louisiana .....	.....	.....	.....	.....	.....	32	1	5	6	20	17	11	1	.....	3
Texas .....	.....	1	.....	.....	.....	26	.....	3	8	16	16	6	1	.....	4
Arkansas	1	1	.....	.....	.....	10	.....	.....	4	8	6	4	.....	.....	2
Oklahoma .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	2	.....	.....	.....	.....	1	.....	1	1	1	3	.....	.....	.....	.....
<i>North Central Division.</i>															
Ohio	71	17	5	.....	.....	100	.....	16	106	71	92	45	7	.....	49
Indiana	13	8	.....	.....	.....	84	3	16	47	39	65	26	4	.....	10
Illinois	37	36	.....	.....	.....	145	9	21	107	81	141	59	5	.....	13
Michigan	30	26	4	.....	.....	79	14	7	72	46	92	26	.....	.....	21
Wisconsin	9	12	.....	.....	.....	62	3	14	37	29	52	20	.....	.....	11
Minnesota	15	7	3	.....	.....	31	4	5	26	21	33	8	.....	.....	15
Iowa	18	13	.....	.....	.....	64	4	7	47	37	52	36	2	.....	5
Missouri	28	4	2	.....	.....	71	3	10	41	51	41	32	2	.....	30
North Dakota	1	.....	.....	.....	.....	2	.....	.....	1	2	2	.....	.....	.....	1
South Dakota .....	.....	1	.....	.....	.....	10	.....	3	2	6	9	1	1	.....	.....
Nebraska	8	5	1	.....	.....	17	3	2	15	11	20	5	2	.....	4
Kansas	6	10	.....	.....	.....	44	4	5	30	21	31	17	4	.....	8
<i>Western Division.</i>															
Montana	1	.....	1	.....	.....	3	.....	1	1	3	4	.....	.....	.....	1
Wyoming .....	.....	.....	.....	.....	.....	3	.....	1	2	.....	3	.....	.....	.....	.....
Colorado	2	7	.....	.....	.....	15	2	1	13	8	15	6	1	.....	2
New Mexico	2	.....	.....	.....	1	2	.....	2	3	.....	4	.....	.....	.....	1
Arizona .....	.....	.....	.....	.....	.....	3	.....	.....	1	2	3	.....	.....	.....	.....
Utah .....	.....	1	.....	.....	.....	8	1	3	1	4	5	1	2	.....	1
Nevada	1	.....	1	.....	.....	6	1	1	.....	6	2	2	1	.....	3
Idaho .....	.....	.....	.....	.....	.....	3	.....	.....	.....	3	1	1	.....	.....	1
Washington	1	2	.....	.....	.....	7	1	1	3	5	3	3	2	.....	2
Oregon .....	.....	.....	.....	.....	.....	17	1	1	7	8	8	6	.....	.....	3
California	26	19	.....	.....	.....	66	4	66	44	47	71	25	.....	.....	15

TABLE III, Part 1.—Summary of statistics of public libraries of 1,000 volumes and over, 1891.

CLASS OF LIBRARIES.

States and Territories.	Class.												
	General.	School.	College.	College society.	Law.	Theological.	Medical.	Government.	Asylum and Reformatory.	State.	Young Men's Christian Association.	Social.	Scientific.
United States.....	1,196	911	523	106	117	99	59	39	113	20	75	215	104
North Atlantic Division..	724	478	98	35	63	44	33	3	66	7	46	150	55
South Atlantic Division..	51	73	76	17	10	13	6	36	9	4	7	8	7
South Central Division...	37	52	94	18	8	6	4	.....	3	1	5	.....	5
North Central Division...	321	272	216	34	25	31	16	.....	33	5	14	56	27
Western Division.....	63	36	39	2	11	5	.....	.....	2	3	3	1	10
<i>North Atlantic Division.</i>													
Maine.....	44	14	6	.....	5	3	1	1	3	1	1	10	2
New Hampshire.....	51	13	2	2	.....	.....	.....	.....	1	1	.....	15	1
Vermont.....	36	13	2	.....	.....	.....	.....	.....	1	.....	.....	.....	.....
Massachusetts.....	260	71	15	4	15	10	9	1	14	1	3	57	16
Rhode Island.....	54	5	1	.....	1	.....	1	.....	3	.....	2	.....	.....
Connecticut.....	77	25	5	.....	2	5	2	.....	5	1	4	.....	5
New York.....	99	226	27	4	21	10	14	1	19	1	20	31	12
New Jersey.....	28	27	7	3	3	4	.....	.....	4	1	4	9	3
Pennsylvania.....	75	84	35	22	16	12	6	.....	16	1	12	28	16
<i>South Atlantic Division.</i>													
Delaware.....	6	1	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
Maryland.....	5	20	15	.....	1	5	2	1	5	1	1	8	1
District of Columbia.....	4	9	4	.....	1	.....	1	35	.....	.....	1	.....	1
Virginia.....	6	13	13	5	2	3	.....	.....	.....	.....	3	.....	2
West Virginia.....	2	1	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina.....	4	17	14	2	1	.....	.....	.....	2	1	.....	.....	.....
South Carolina.....	9	3	11	3	1	3	1	.....	.....	.....	1	.....	1
Georgia.....	16	7	14	7	.....	2	2	.....	2	1	.....	.....	1
Florida.....	5	2	2	.....	1	.....	.....	.....	.....	1	1	.....	1
<i>South Central Division.</i>													
Kentucky.....	10	19	19	6	1	4	2	.....	1	.....	1	.....	2
Tennessee.....	11	7	25	6	1	.....	.....	.....	.....	.....	2	.....	.....
Alabama.....	1	7	9	.....	2	2	1	.....	.....	.....	1	.....	1
Mississippi.....	3	7	10	2	1	.....	.....	.....	1	1	.....	.....	1
Louisiana.....	4	4	14	3	1	.....	1	.....	1	.....	1	.....	1
Texas.....	5	5	12	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas.....	2	2	5	.....	1	.....	.....	.....	.....	.....	.....	.....	1
Oklahoma.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>North Central Division.</i>													
Ohio.....	39	37	47	12	5	9	7	.....	7	1	4	12	5
Indiana.....	34	25	18	7	4	2	3	.....	3	.....	2	.....	3
Illinois.....	88	52	34	8	5	10	2	.....	6	.....	2	.....	7
Michigan.....	47	36	14	1	2	.....	1	.....	7	1	.....	24	2
Wisconsin.....	28	27	15	.....	1	4	.....	.....	2	.....	1	.....	1
Minnesota.....	12	19	9	.....	2	2	1	.....	2	.....	1	5	1
Iowa.....	34	22	25	1	3	.....	.....	.....	3	.....	1	.....	3
Missouri.....	10	34	27	1	2	3	2	.....	.....	1	2	12	3
North Dakota.....	.....	.....	3	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
South Dakota.....	3	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Nebraska.....	6	8	5	1	1	.....	.....	.....	2	1	1	3	.....
Kansas.....	20	12	15	3	.....	1	.....	.....	1	.....	.....	.....	1
<i>Western Division.</i>													
Montana.....	1	.....	1	.....	1	.....	.....	.....	.....	1	.....	.....	.....
Wyoming.....	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	6	6	3	.....	2	.....	.....	.....	1	1	2	.....	2
New Mexico.....	.....	.....	3	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Arizona.....	2	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	6	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada.....	1	.....	1	.....	.....	.....	.....	.....	1	1	.....	1	1
Idaho.....	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	6	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon.....	3	5	5	2	.....	.....	.....	.....	.....	.....	.....	.....	1
California.....	36	21	22	.....	4	5	.....	.....	.....	.....	1	.....	6

TABLE III, Part 2.—Summary of statistics of public libraries of 1,000 volumes and over, 1891.

CLASS OF LIBRARIES.—Continued.

States and Territories.	Class—continued.												
	Historical.	Garrison.	Sanitary and scientific.	I. O. O. F.	Masonic.	Mercantile.	Special.	Military.	Art.	Society.	Historical and scientific.	Historical and theological.	Not reported.
United States	53	18	4	12	9	11	2	1	1	47	4	1	63
North Atlantic Division ..	30	7	3	6	3	7	1			4	2		41
South Atlantic Division ..	6	2		2	2	1				8			1
South Central Division ..		4			1				1	9	1		5
North Central Division ...	15	4	1	4	1	2	1			11	1	1	8
Western Division.....	2	1			2	1		1		15			1
<i>North Atlantic Division.</i>													
Maine.....	1	1											
New Hampshire	1		1										4
Vermont.....													
Massachusetts.....	11	1	1	2	1								18
Rhode Island.....	2	2								1			1
Connecticut.....	3									3			1
New York.....	5	3	1	1	1	3							11
New Jersey.....	1			1		1							
Pennsylvania.....	6			2	1	3	1				2		13
<i>South Atlantic Division.</i>													
Delaware.....	1									1			
Maryland.....	1			1	2	1				1			
District of Columbia.....										2			
Virginia.....	1	1								1			
West Virginia.....	1												
North Carolina.....				1									1
South Carolina.....													
Georgia.....	2									3			
Florida.....	1												
<i>South Central Division.</i>													
Kentucky.....										3	1		
Tennessee.....										1			
Alabama.....										1			2
Mississippi.....										3			2
Louisiana.....									1	1			
Texas.....		3											
Arkansas.....					1								1
Oklahoma.....													
Indian Territory.....		1											
<i>North Central Division.</i>													
Ohio.....	3			2		1					1	1	
Indiana.....	1						1			2			
Illinois.....	3									1			
Michigan.....		1											3
Wisconsin.....	1									2			1
Minnesota.....	1		1										
Iowa.....	1									2			
Missouri.....	2			2	1	1							2
North Dakota.....													
South Dakota.....		1								1			
Nebraska.....	1												2
Kansas.....	2	2								3			
<i>Western Division.</i>													
Montana.....	1												
Wyoming.....													
Colorado.....						1							
New Mexico.....		1											
Arizona.....													
Utah.....										1			
Nevada.....					1								1
Idaho.....													
Washington.....													
Oregon.....					1								
California.....	1							1		14			

In Tables II and III an attempt has been made to summarize the statistics of the following pages as regards ownership, support, whether circulating or reference, free or subscription, and as to the special class or character of the library. It will be seen from the tables that very many of the libraries do not report all these items, hence the numbers are incomplete. Of the whole number of libraries, 1,042 own buildings and 436 rent, 2,325 not reporting. Of the several forms of support, those by subscriptions are 1,501; by taxation, 879; by corporation and taxation, 26; by fees, 24; and a small number by rents, subscription, endowment, private and other forms of support, while those not reporting under this head are 1,307. As to whether circulating or reference, 133 are reported as circulating only, 406 as reference, and 1,838 as both circulating and reference; not reporting, 1,456. As to free or subscription, 2,156 are reported as free, 912 as subscription, 830 as free or subscription, and 651 not reporting. As to the class or character of the libraries, 1,196 are general, 911 school, 523 college, 106 belong to college societies, 117 law, 99 theological, 59 medical, 39 Government, 113 asylum or reformatory, 20 State, 75 Young Men's Christian Association, 215 social, 104 scientific, 53 historical, 18 garrison or post, 4 sanitary and scientific, 12 Odd Fellows, 9 Masonic, 11 mercantile, 2 special, 1 military, 1 art, 47 society, 4 historical and scientific, 1 historical and theological, and 63 not reporting.

TABLE IV.—*General summary of statistics of public libraries of 1,000 volumes and over, 1891.*

NUMBER OF LIBRARIES, VOLUMES, POPULATION TO LIBRARY, AND BOOKS TO 100 POPULATION, ETC.

States and Territories.	Number of libraries.	Number of bound volumes.	Number of pamphlets.	Number of bound volumes and pamphlets.	Average size of libraries.	Population for 1890.	Average number of people to a library.	Average number of books to every 100 of the population.
United States.....	3,803	26,826,537	4,340,817	31,167,354	8,194	62,622,250	16,462	50
North Atlantic Division	1,913	14,229,237	2,376,049	16,605,286	8,680	17,401,545	9,906	95
South Atlantic Division	339	3,486,585	790,309	4,276,894	12,620	8,857,920	26,206	48
South Central Division	254	1,203,220	138,488	1,341,708	5,257	10,972,893	42,863	12
North Central Division	1,099	6,441,858	908,567	7,350,425	6,688	22,362,279	20,348	33
Western Division	198	1,465,637	127,404	1,593,041	8,046	3,027,613	15,290	53
<i>North Atlantic Division.</i>								
Maine	93	448,598	90,562	539,160	5,797	661,086	7,108	82
New Hampshire	92	423,924	21,613	445,537	4,843	376,530	4,093	118
Vermont	52	273,511	17,300	290,811	5,592	332,432	6,393	87
Massachusetts	508	4,650,088	1,102,401	5,752,489	11,127	2,238,943	4,407	257
Rhode Island	73	481,729	85,141	566,870	7,765	345,506	4,733	164
Connecticut	138	941,274	179,488	1,120,762	8,121	742,258	5,379	151
New York	511	4,036,530	379,544	4,416,129	8,642	5,997,833	11,738	74
New Jersey	96	655,127	112,434	767,561	7,995	1,444,933	15,051	53
Pennsylvania	350	2,318,456	387,511	2,705,967	6,681	5,258,014	15,023	51
<i>South Atlantic Division.</i>								
Delaware	12	62,643	11,936	74,579	6,215	168,493	14,041	44
Maryland	71	857,214	73,928	931,142	13,115	1,042,390	14,682	89
District of Columbia ...	58	1,515,470	613,822	2,129,292	37,163	230,392	4,042	924
Virginia	50	340,110	30,800	370,910	7,418	1,665,980	33,320	22
West Virginia	7	36,980	3,128	40,108	5,730	762,794	108,971	5
North Carolina	43	184,441	11,272	195,713	4,551	1,617,947	37,627	12
South Carolina	33	183,982	19,650	203,632	6,171	1,151,149	34,883	18
Georgia	51	258,764	18,622	277,386	5,439	1,837,353	36,027	15
Florida	14	46,981	7,151	54,132	3,867	391,422	27,959	14

TABLE IV.—*Summary of statistics of public libraries of 1,000 volumes and over, 1891—Continued.*

NUMBER OF LIBRARIES, VOLUMES, POPULATION TO LIBRARY, AND BOOKS TO 100 POPULATION, ETC.—Continued.

States and Territories.	Number of libraries.	Number of bound volumes.	Number of pamphlets.	Number of bound volumes and pamphlets.	Average size of libraries.	Population for 1890.	Average number of people to a library.	Average number of books to every 100 of the population.
<i>South Central Division.</i>								
Kentucky	69	355,114	18,062	373,176	5,408	1,858,635	26,937	20
Tennessee	53	232,929	39,595	272,584	5,142	1,767,538	33,351	15
Alabama	27	100,216	22,121	122,337	4,530	1,513,017	56,038	8
Mississippi	31	130,314	16,125	146,439	4,724	1,289,600	41,600	11
Louisiana	32	200,618	25,284	225,902	7,059	1,118,587	34,956	20
Texas	27	86,603	8,401	95,004	3,519	2,235,523	82,797	4
Arkansas	12	93,660	8,500	102,160	8,505	1,128,179	94,014	9
Oklahoma						61,834		
Indian Territory	3	3,766	400	4,166	1,389			
<i>North Central Division.</i>								
Ohio	193	1,320,099	171,977	1,492,076	7,730	3,672,316	19,027	41
Indiana	105	541,826	47,370	549,206	5,231	2,192,404	20,880	25
Illinois	218	1,704,885	178,166	1,883,051	8,638	3,826,351	17,552	49
Michigan	139	733,377	80,734	814,111	5,857	2,093,889	15,064	39
Wisconsin	83	453,534	133,566	587,100	7,073	1,686,880	20,324	35
Minnesota	56	304,668	35,690	340,358	6,078	1,301,826	23,247	26
Iowa	95	424,856	58,160	483,016	5,084	1,911,896	20,125	25
Missouri	105	561,905	96,278	658,183	6,268	2,679,184	25,516	25
North Dakota	3	8,880	3,879	12,759	4,253	182,719	60,906	7
South Dakota	11	23,366	8,230	31,596	2,872	328,808	29,892	10
Nebraska	31	150,668	13,197	163,865	5,286	1,058,910	34,158	15
Kansas	60	213,384	81,320	294,704	4,912	1,427,096	23,785	21
<i>Western Division.</i>								
Montana	5	21,139	1,300	22,439	4,488	132,159	26,432	17
Wyoming	3	19,300	4,000	23,300	7,766	60,705	20,235	38
Colorado	24	120,920	18,180	139,100	5,796	412,198	17,175	34
New Mexico	5	11,154	3,230	14,384	2,877	153,593	30,719	9
Arizona	3	15,000	3,000	18,000	6,000	59,620	19,873	30
Utah	9	37,993	5,473	43,466	4,830	207,905	23,101	21
Nevada	8	40,215	1,970	42,185	5,273	45,761	5,720	92
Idaho	3	7,000		7,000	2,383	84,385	28,128	8
Washington	10	40,707	4,132	44,839	4,484	349,390	34,939	13
Oregon	17	68,544	18,519	87,063	5,121	313,767	18,454	28
California	111	1,083,665	68,600	1,152,265	10,381	1,208,130	10,884	95

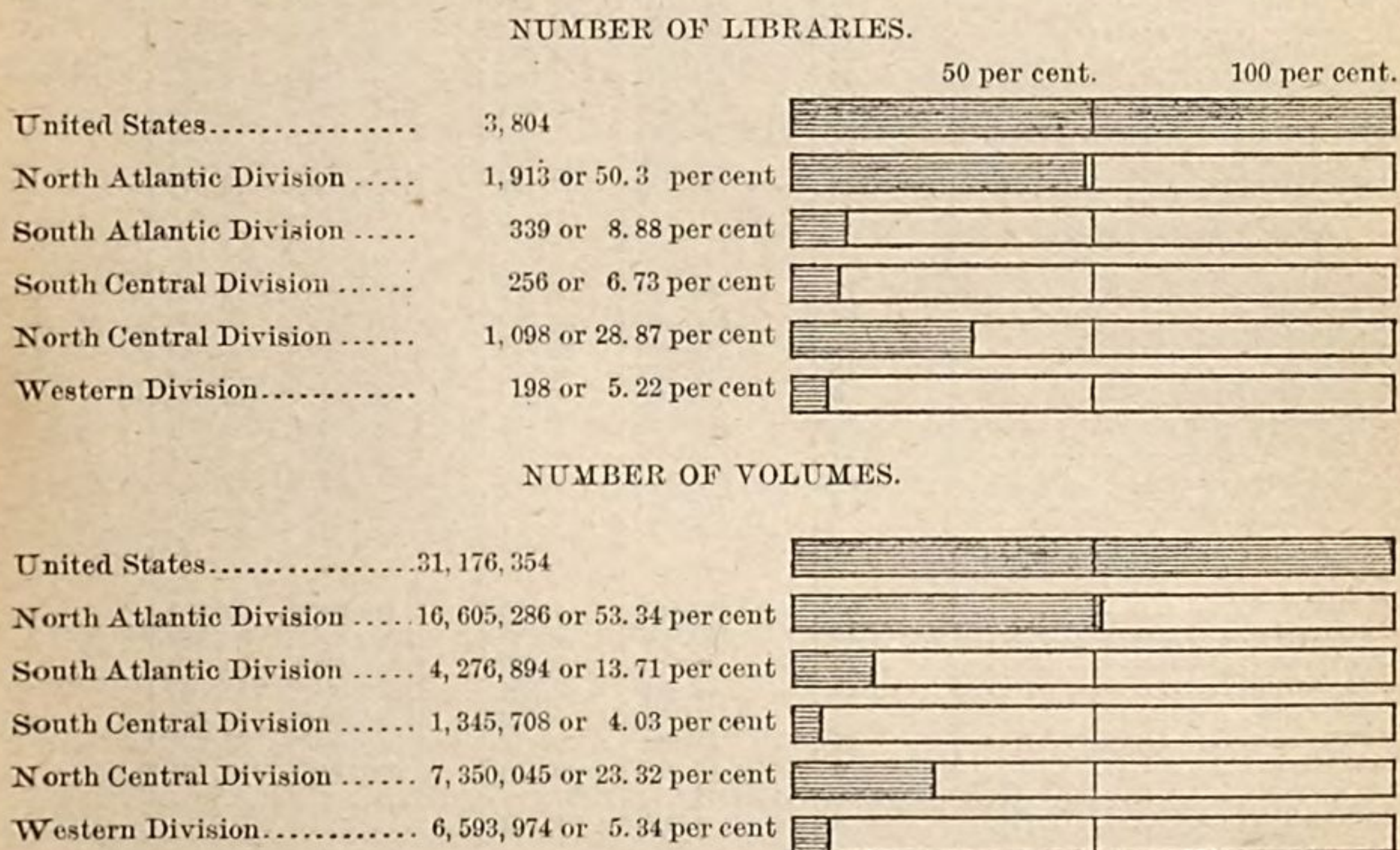
Table IV gives a summary of statistics of libraries by States and divisions, as to the size of libraries, including unbound books and pamphlets, and the average size of libraries; population according to the census of 1890; average of population to a library, and the average number of books to every 100 of the population in each State and division. From this table it will be seen that the 3,804 libraries contained at the close of the year 1891 26,896,537 bound volumes and 4,340,817 pamphlets, or a total of 31,167,354. The average size of libraries was 8,194 volumes; the average population to a library was 16,462, and the average number of books to every 100 of the population was 50.

As to the average size of libraries in the different divisions, the North Atlantic Division has an average number of 8,640 volumes to a library; the South Atlantic, 12,420; the South Central, 5,257; the North Central, 6,688, and the Western, 8,046. As to the average popu-

lation to a library, the North Atlantic Division has 9,906; the South Atlantic, 26,206; the South Central, 42,863; the North Central, 20,348, and the Western, 15,290. Of the average number of books to every 100 of the population, the North Atlantic division has 95, or nearly twice the average of the whole country; the South Atlantic, 48; the South Central, 12; the North Central, 33, and the Western, 53. The largest proportion of books to the population is in the District of Columbia, which has 924 books to every 100, and the next is the State of Massachusetts, having 257 to every 100.

The distribution of these libraries and the number of volumes they contain vary considerably in the several divisions. In order to show this more definitely, Diagram 1 has been prepared.

DIAGRAM 1.—*Public libraries of over 1,000 volumes, 1891.*



In this it will be seen that the North Atlantic Division contains 1,913 libraries, or 50.3 per cent of the whole number; the South Atlantic, 339, or 8.88 per cent; the South Central, 256, or 6.73 per cent; the North Central, 1,098, or 28.87 per cent, and the Western, 198, or 5.22 per cent. Of the distribution of volumes in the libraries, the North Atlantic Division has 16,605,286, or 53.34 per cent; the South Atlantic, 4,276,894, or 13.71 per cent; the South Central, 1,345,708, or 4.03 per cent; the North Central, 7,320,045, or 23.32 per cent, and the Western, 1,593,974, or 5.34 per cent.

INCREASE IN NUMBER AND SIZE OF LIBRARIES FROM 1885 TO 1891.

In order to give a proper estimate of the increase in the number of libraries and the number of volumes from 1885 to 1891, Table V has been prepared from the report of 1885.

TABLE V.—General summary of statistics of libraries of 1,000 volumes and over in 1885.

NUMBER OF LIBRARIES, VOLUMES, POPULATION TO LIBRARY, AND BOOKS TO 100
POPULATION IN 1885.

States and Territories.	Number of libraries.	Number of bound volumes and pamphlets.	Average size of libraries.	Population for 1885.	Average number of people to a library.	Average number of books to every 100 of the population.
United States.....	2, 987	19, 060, 074	6, 381	56, 221, 868	18, 822	34
North Atlantic Division.....	1, 543	10, 388, 224	6, 084	15, 809, 158	10, 246	66
South Atlantic Division.....	289	2, 796, 068	9, 675	8, 205, 865	28, 740	34
South Central Division.....	201	844, 244	4, 200	9, 843, 800*	48, 974	9
North Central Division.....	813	4, 081, 306	5, 020	20, 168, 156	24, 807	20
Western Division.....	141	950, 232	6, 739	2, 194, 889	15, 567	43
<i>North Atlantic Division.</i>						
Maine.....	74	352, 749	4, 767	654, 600*	8, 846	54
New Hampshire.....	78	329, 006	4, 218	361, 400*	4, 633	91
Vermont.....	42	202, 267	4, 816	332, 200*	7, 910	61
Massachusetts.....	427	3, 353, 229	7, 853	1, 942, 141	4, 548	173
Rhode Island.....	65	385, 281	5, 927	304, 284	4, 681	127
Connecticut.....	100	663, 070	6, 631	681, 500*	6, 815	97
New York.....	397	2, 900, 639	7, 306	5, 514, 000*	13, 889	53
New Jersey.....	74	431, 381	5, 829	1, 278, 033	17, 271	34
Pennsylvania.....	286	1, 770, 600	6, 191	4, 741, 000*	16, 577	37
<i>South Atlantic Division.</i>						
Delaware.....	12	60, 562	5, 047	156, 900*	13, 075	39
Maryland.....	62	637, 342	10, 280	986, 300*	15, 908	65
District of Columbia.....	52	1, 196, 569	23, 011	203, 459	3, 913	588
Virginia.....	46	310, 235	6, 744	1, 579, 000*	39, 113	20
West Virginia.....	6	30, 000	5, 000	685, 800*	114, 300	4
North Carolina.....	35	149, 635	4, 275	1, 505, 000*	43, 000	10
South Carolina.....	28	170, 679	6, 096	1, 069, 000*	38, 179	16
Georgia.....	42	218, 946	5, 213	1, 682, 000*	40, 045	13
Florida.....	6	22, 100	3, 683	338, 406	56, 601	6
<i>South Central Division.</i>						
Kentucky.....	54	253, 591	4, 696	1, 749, 000*	32, 389	14
Tennessee.....	45	182, 385	4, 053	1, 649, 000*	36, 644	11
Alabama.....	23	85, 083	3, 699	1, 380, 000*	60, 000	6
Mississippi.....	23	87, 040	3, 784	1, 206, 000*	52, 435	7
Louisiana.....	23	130, 858	5, 689	1, 024, 500*	44, 543	13
Texas.....	22	54, 521	2, 478	1, 885, 000*	85, 681	3
Arkansas.....	8	43, 500	5, 438	950, 300*	118, 788	5
Oklahoma.....						
Indian Territory.....	3	4, 266	1, 422			
<i>North Central Division.</i>						
Ohio.....	157	989, 485	6, 302	3, 424, 000*	21, 809	29
Indiana.....	82	371, 559	4, 532	2, 081, 000*	25, 378	18
Illinois.....	172	853, 685	4, 963	3, 428, 000*	19, 930	25
Michigan.....	103	456, 660	4, 434	1, 891, 000*	18, 359	24
Wisconsin.....	61	361, 622	5, 928	1, 563, 423	25, 630	23
Minnesota.....	36	141, 544	3, 932	1, 117, 798	31, 050	13
Iowa.....	68	287, 013	4, 221	1, 753, 980*	25, 794	16
Missouri.....	69	380, 521	5, 515	2, 409, 000*	34, 913	15
North Dakota.....	2	4, 100	2, 050	415, 610*	59, 373	7
South Dakota.....	5	6, 530	1, 306			
Nebraska.....	19	79, 515	4, 185	740, 645	38, 981	11
Kansas.....	39	148, 072	3, 797	1, 343, 700*	34, 454	11
<i>Western Division.</i>						
Montana.....	3	12, 200	4, 067	71, 800*	23, 933	17
Wyoming.....	1	10, 000	10, 000	35, 500*	35, 500	29
Colorado.....	17	56, 000	3, 316	243, 910*	14, 348	23
New Mexico.....	4	13, 470	3, 368	134, 141	33, 535	10
Arizona.....	2	7, 456	3, 728	49, 100*	24, 550	15
Utah.....	7	23, 499	3, 357	172, 400*	24, 639	14
Nevada.....	5	25, 977	5, 185	52, 500*	10, 500	50
Idaho.....	3	7, 000	2, 333	52, 400*	17, 467	13
Washington.....	7	12, 436	1, 777	129, 438	18, 491	10
Oregon.....	11	44, 839	4, 076	233, 700*	21, 245	19
California.....	81	736, 978	9, 098	1, 020, 000*	12, 593	72

* Estimated.

This table has been made by estimates and elimination to agree in form as far as possible with Table IV of the statistics for 1891, so as to make the comparison as to the average size of libraries, average population to a library, and average number of books for the six years between 1885 and 1891. The library journal for 1885 contained a table giving the number of books to each person, according to the report of libraries of 300 volumes or over for 1885, published by the Bureau; but that table was based upon the population of 1880, which was five years earlier than the report from the libraries, and hence was not an exact comparison as to population and libraries, etc. Table V has been corrected as to population by taking either the State census of 1885 or estimates for that year. The number of libraries for 1885 has been made upon the basis of those containing 1,000 volumes by subtracting all those under 1,000 volumes from the list. The number of volumes also includes only those of libraries containing 1,000 volumes, which makes it correspond to the table of 1891. Thus it will be seen that Tables IV and V are made upon the same basis as far as possible. By comparing these two tables it will be seen that the increase in the number of libraries has been quite a large percentage in the six years mentioned, as well as the increase in the number of volumes in the libraries. An examination of the figures for the different States will show the exact increase for each one, and makes a very interesting study. In order to show more clearly to the eye this increase, in both libraries and number of volumes in the whole United States and in the different divisions, Diagram 2 has been prepared.

DIAGRAM 2.—Public libraries of over 1,000 volumes.—Growth from 1885 to 1891.

INCREASE IN NUMBER OF LIBRARIES.

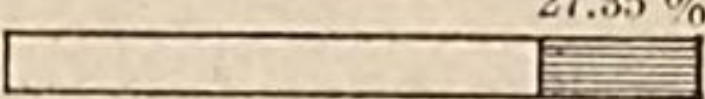
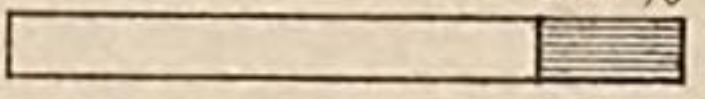
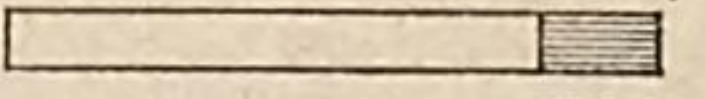
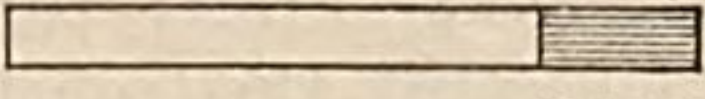
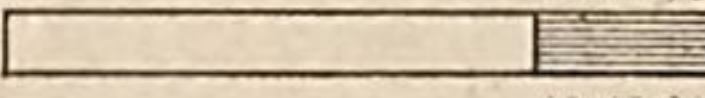
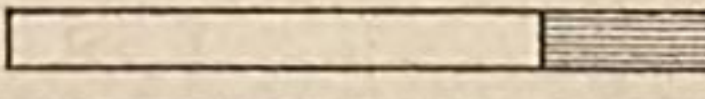
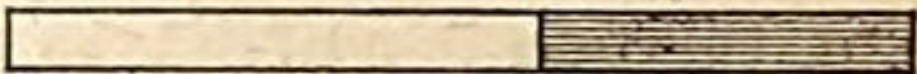
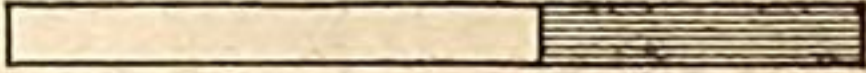
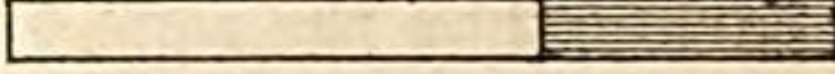
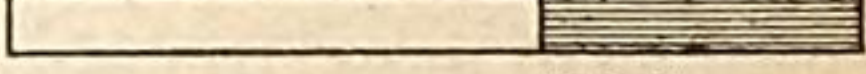
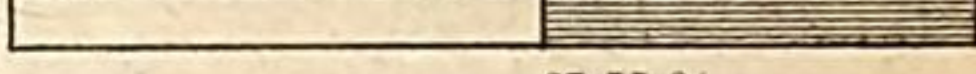
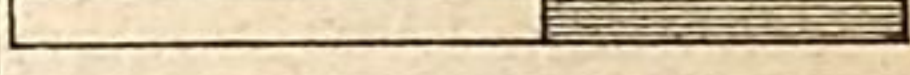
	1885.	1891.	Increase.	Libraries in 1885.	Increase to 1891.
United States.....	2,987	3,804	817		27.35 %
North Atlantic Division	1,543	1,913	370		24.0 %
South Atlantic Division	289	338	49		17.0 %
South Central Division.	201	256	55		27.5 %
North Central Division.	813	1,099	286		35.18 %
Western Division	141	198	57		40.43 %

DIAGRAM 2.—*Public libraries of over 1,000 volumes.—Growth from 1885 to 1891—Cont'd.*

INCREASE IN NUMBER OF VOLUMES.

	1885.	1891.	Increase.	Volumes in 1885.	Increase to 1891.
United States.....	19, 060, 074	31, 171, 354	12, 111, 280		66.3 %
North Atlantic Division	10, 388, 224	16, 605, 286	6, 217, 062		59.9 %
South Atlantic Division	2, 796, 068	4, 276, 894	1, 480, 826		53.32 %
South Central Division .	844, 244	1, 345, 708	501, 464		59.4 %
North Central Division .	4, 081, 306	7, 350, 425	3, 269, 119		80.1 %
Western Division	950, 232	1, 593, 044	642, 809		67.55 %

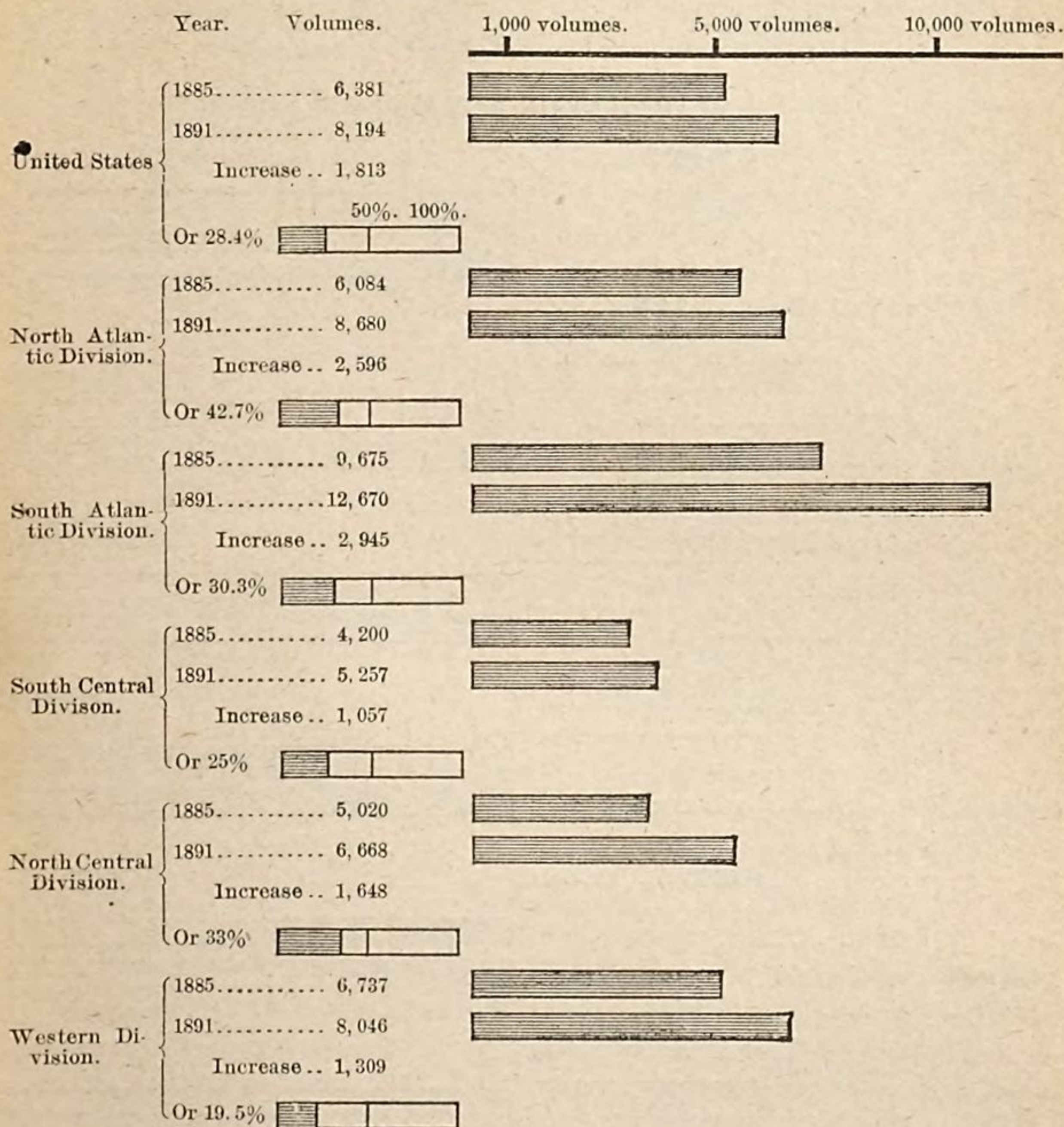
From this it will be seen that the increase in the United States in the number of libraries was from 2,987 to 3,804, an increase of 817, or 27.35 per cent; in the North Atlantic, from 1,543 to 1,913, an increase of 370, or 24 per cent; in the South Atlantic, from 289 to 338, an increase of 49, or 17 per cent; in the South Central, from 201 to 256, an increase of 55, or 27.5 per cent; in the North Central, from 813 to 1,099, an increase of 286, or 35.18 per cent; and in the Western, from 141 to 198, an increase of 57, or 40.43 per cent. These figures show that, comparatively, the largest increase in the number of libraries was in the Western Division, and of the number of volumes the greatest increase was in the North Central Division. The percentage of increase in the whole country was 66.3 for six years, or an average of over 11 per cent each year, which at this rate would double the number of volumes and libraries every nine years.

From the foregoing tables, Diagram 3, p. 15, has been prepared to show the increase in the average size of the libraries in the country and in the several divisions. This shows that in the United States in 1885 the average size of the libraries of over 1,000 volumes was 6,381 volumes, and in 1891, 8,194, an average increase of 1,813 volumes to each library, or 28.4 per cent. In the North Atlantic Division the growth was from 6,084 to 8,680 volumes, an increase of 2,586, or 42.7 per cent; in the South Atlantic, from 9,675 to 12,670 volumes, an increase of 2,945, or 30.3 per cent; in the South Central, from 4,200 to 5,257 volumes, an increase of 1,057, or 25 per cent; in the North Central, from 5,020 to 6,668 volumes, an increase of 1,648, or 33 per cent, and in the Western, from 6,737 to 8,046 volumes, an increase of 1,309, or 19.5 per cent. The libraries of the largest average size are found in the South Atlantic Division; but this is explained by the fact of the large average size of libraries in the District of Columbia, notably increased by the rapid growth of the Library of Congress during the last few years. The diagram shows that not only in the country as a whole, but in each geographical division there has been an increase in the average size of libraries.

To show the growth of libraries another diagram, No. 4, p. 16, gives the average population to a library in 1885 and 1891.

DIAGRAM 3.—*Public libraries of over 1,000 volumes.*

INCREASE IN THE SIZE OF LIBRARIES, 1885-1893.

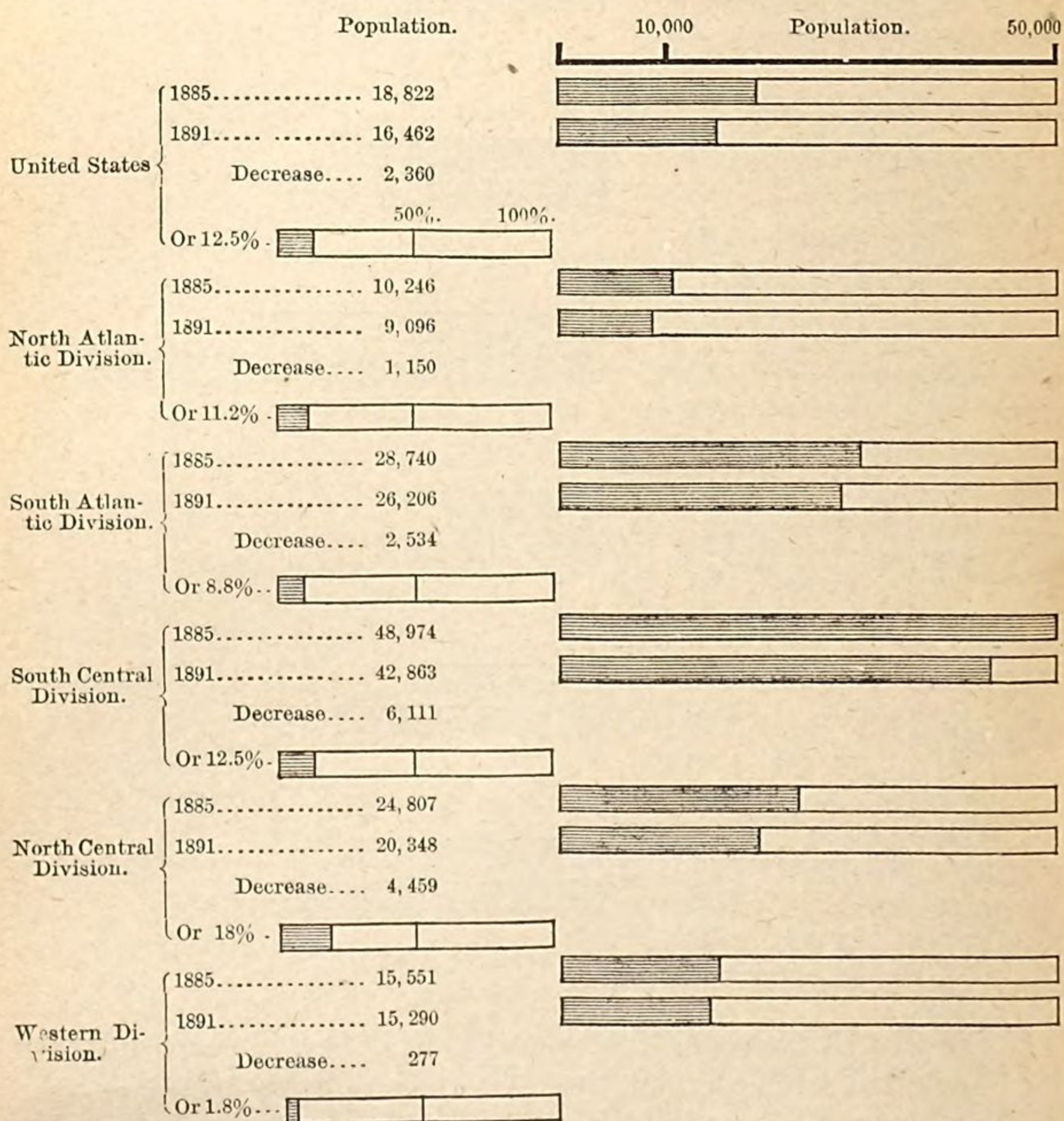


In the United States in 1885 there was one library to each 18,822 of the population, while in 1891 there was one to every 16,462, or a decrease of population to a library of 2,360, or 12.5 per cent; in the North Atlantic Division the decrease was from 10,246 to 9,096, 1,150, or 11.2 per cent; in the South Atlantic, from 28,740 to 26,206, 2,534, or 8.08 per cent; in the South Central, from 48,974 to 42,863, 6,111, or 12.5 per cent; in the North Central, from 24,807 to 20,348, 4,459, or 18 per cent; and in the Western, from 15,557 to 15,290, 277, or 1.8 per cent. The distribution of libraries in the North Atlantic Division shows the smallest average population to a library and the least change in the number,

except the Western Division, where the increase of population from immigration has been greater than the increase in the number of libraries. But, generally, the establishment and growth in the size of libraries have been very large in nearly every section. In the general tables given, especially IV and V, one column shows the average num-

DIAGRAM 4.—*Public libraries of over 1,000 volumes.*

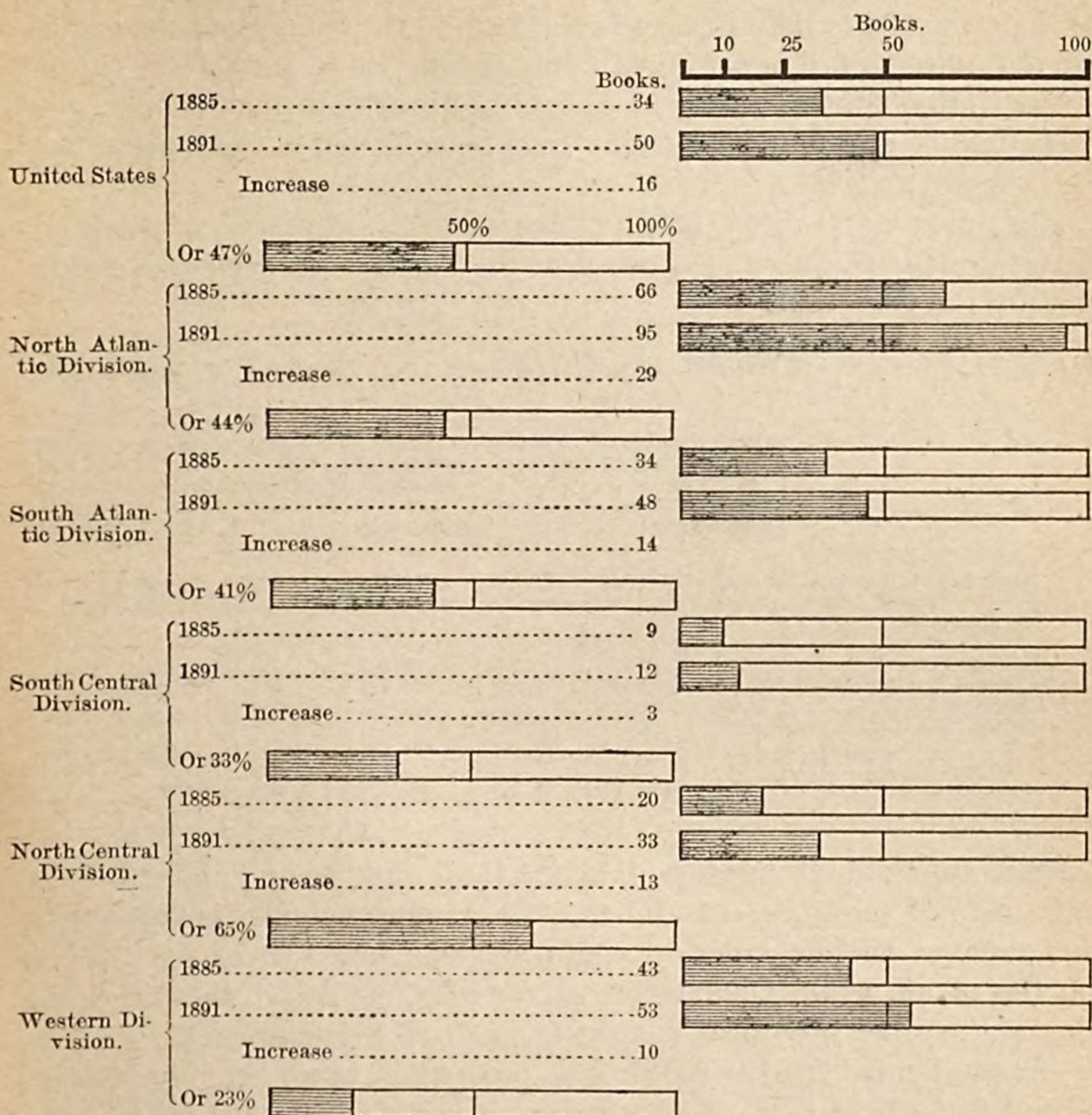
DECREASE OF POPULATION TO A LIBRARY, 1885-1891.



ber of books to each 100 of the population for every State and Territory. From these tables it will be seen that the increase in the number of books has been much greater than the increase in the population, according to the census, in nearly every State. In order to show to the eye this increase, Diagram 5 is given.

DIAGRAM 5.—*Public libraries of over 1,000 volumes.*

NUMBER OF BOOKS TO EVERY 100 OF POPULATION, AND INCREASE FROM 1885 TO 1893.



This shows that in 1885 there were in the United States in the libraries of the size mentioned 34 books to every 100 of the population, while in 1891 this number was 50, or an increase of 16 books, or 47 per cent. In the North Atlantic Division the increase was from 66 to 95, an increase of 29 books, or 34 per cent; in the South Atlantic, from 34 to 48, an increase of 14, or 41 per cent; in the South Central, from 9 to 12, an increase of 3, or 33.33 per cent; in the North Central, from 20 to 33, an increase of 13, or 65 per cent; and in the Western, from 43 to 53, an increase of 10, or 23 per cent. These figures show that, comparatively, the largest increase of books to population has been in the great Northwest, over 11 per cent each year. In the whole country there has been an average increase of 7.8 per cent per annum; that is, the increase of the number of books in the libraries of the country has been 7.8 per cent greater than the increase of the population during the past six years.

STATISTICS OF LIBRARIES IN THE DOMINION OF CANADA.*

A detailed list of the libraries in the Dominion of Canada is given at the close of the list of those in the United States, but the statistics are not quite so full or arranged upon exactly the same plan as the list of the United States. They include only libraries of 1,000 or more, and such details are found as could well be collected in the limited time given for the work.

The following (Table VI) is a summary of the statistics of the libraries of Canada by provinces, as far as they have been reported, and including the year 1891.

TABLE VI.—*Summary of statistics of public libraries in the Dominion of Canada, 1891.*

	Number of libraries.	Number of bound volumes at end of year 1891.	Number of pamphlets at end of year 1891.	Total number of volumes and pamphlets.	Number of volumes added in 1891.	Number of pamphlets added in 1891.	Number of volumes purchased in 1890-91.
Dominion of Canada....	202	1,392,366	86,544	1,478,910	49,903	13,116	15,566
<i>Provinces.</i>							
British Columbia	4	10,025	200	10,225	949	50	.....
Manitoba and Northwest	5	27,168	3,859	31,025	1,818	528	.....
New Brunswick	6	34,714	180	34,894	738	12	.....
Nova Scotia.....	6	39,150	9,100	48,250	1,470	239	.....
Ontario	152	821,198	42,134	863,332	31,450	5,325	15,556
Prince Edward Island	2	5,200	.....	5,200	830	.....	.....
Quebec.....	27	459,781	31,073	490,354	12,648	9,692	.....

From this table it appears that the total number of public libraries in Canada of all kinds containing 1,000 or more volumes is 202, and of this number the Province of Ontario alone has 152, or over three-fourths of all, while Quebec has 27 or over one-half of the remaining fourth, the other provinces having from 2 to 6 libraries each.

The total number of volumes and pamphlets in all the libraries reported is 1,478,910, of which the Province of Ontario has 863,332 volumes, or almost 60 per cent, while the Province of Quebec has 490,354, or over 33 per cent; Nova Scotia, 48,250 volumes, or $3\frac{1}{4}$ per cent; New Brunswick, 34,894 volumes, a little over $2\frac{3}{10}$ per cent; Manitoba, 31,025 volumes, or $2\frac{1}{10}$ per cent; British Columbia, 10,225 volumes, or not quite $\frac{7}{10}$ of 1 per cent; and Prince Edward Island, 5,200 volumes, or over $\frac{3}{10}$ of 1 per cent of the total number.

Classification.—As to the classification of these libraries, the following (Table VII) gives the summary by provinces:

* The list of libraries in Canada (pp. 206-213) was prepared by Mr. James Bain, jr., chief librarian of the Toronto Public Library.

TABLE VII.—*Showing kind or classification of the libraries.*

	Law.	Public.	Parliamentary.	University.	College.	College and law.	Historical.	Law and medical.	Medical.	College, law, and medical.	Mechanics' Institute.	University and medical.	General.	Scientific.	Free.	Not reported.	Total number.
Dominion of Canada.....	19	14	8	4	29	1	1	1	1	2	109	1	1	1	3	7	202
<i>Provinces.</i>																	
British Columbia	1	2	1														4
Manitoba	1		2	2													5
New Brunswick	2	1	1		2												6
Nova Scotia.....	1	1	1		2	1											6
Ontario	11	9	1	2	12		1	1	1		108				1	5	152
Prince Edward Island	1		1														2
Quebec.....	2	1	1		13					2	1	1	1	1	2	2	27

Of the 202 libraries, 195 make report as to the class to which they belong, and of these, 109, over one-half, belong to mechanics' institutes; and of this one class, 108, all except 1 are found in the province of Ontario. The next in number are the college libraries, 29, with 4 university, 19 law, 8 parliamentary, and 14 public libraries. As Ontario and Quebec have nearly nine-tenths of the libraries, but few of the classes are found in the other provinces.

Support of libraries.—The following (Table VIII) shows how the libraries are supported:

TABLE VIII.—*Showing how the libraries are supported.*

	Subscription.	Grant.	Vote legislative assembly.	Historical Society.	Fees.	Taxation.	College.	Government.	Grant and contributions.	Fees and grant.	Dominion Parliament.	Subscriptions and bequests.	Appropriation.	McMaster University.	College and gifts.	Bar.	Institution.	Number reported.	Number not reported.
Dominion of Canada.....	19	19	3	1	9	2	5	1	4	5	1	1	1	1	5	1	3	81	121
<i>Provinces.</i>																			
British Columbia.....	1	3																4	
Manitoba	1		2	1	1													5	
New Brunswick.....	2	3				1												6	
Nova Scotia.....		3			2		1											6	
Ontario	2	8	1		6	1	1	1	4	5	1	1	1	1				33	118
Prince Edward Island	1																	1	1
Quebec	12	2					3								5	1	3	26	2

From this table it is seen that of the 81 libraries reporting this item, 19 are sustained by subscription and the same number by grant; 9, by fees; and 5 each, by college, fees, and grant, and college and gifts; 4, by grant and contributions; 3 each, by legislative assembly and insti-

tution; 2, by taxation, and 1 each, historical society, Government, Dominion Parliament, subscription and bequest, bar, and McMaster University.

Fees or free.—The next table (IX) gives the statistics as to whether or not fees are charged in the different libraries.

TABLE IX.—*Showing whether fees are charged or not in the libraries.*

	Yes.	No.	Open to members of legislative assembly.	Free only to members of university.	Free on receipt of speaker's card.	Free to attendants only.	Free to students.	Free to bar.	Annual subscription.	Number reported.	Number not reported.
Dominion of Canada	26	48	1	1	1	1	3	1	1	83	119
<i>Provinces.</i>											
British Columbia.....	1	3								4	.....
Manitoba.....		1	1	1	1	1	1			6	.....
New Brunswick.....	3	3								6	.....
Nova Scotia.....	2	3								5	.....
Ontario.....	13	20								33	118
Prince Edward Island.....		1						1		2	.....
Quebec.....	7	17					2		1	27	1

Of the 83 libraries reporting, 26 charge fees and 48 do not; 3 have fees to students, and a very small number have special conditions as shown in the table.

Circulating, reference, or both.—The last table (X) gives the proportion of circulating and reference libraries.

TABLE X.—*Showing whether the libraries are circulating, reference, or both.*

	Reference.	Circulating.	Both.	Number reported.	Number not reported.
Dominion of Canada	39	1	42	82	120
<i>Provinces.</i>					
British Columbia.....	2	1	1	4	.....
Manitoba.....	2		2	4	1
New Brunswick.....	4		2	6	.....
Nova Scotia.....	2		4	6	.....
Ontario.....	16		17	33	118
Prince Edward Island	1		1	2	.....
Quebec.....	12		15	27	1

Of the 82 libraries reporting, 39 are reference; 1 circulating, and 42 both reference and circulating; and of these 42 libraries, 17 are in Ontario and 15 in Quebec.

LIST OF PUBLIC LIBRARIES IN THE UNITED STATES OF
OVER ONE THOUSAND VOLUMES.

[EXPLANATION OF ABBREVIATIONS.--In column 8, A. & R., Asylum and Reformatory; Col., College; Sci., Historical and Scientific; Hist. & Theol., Historical and Theological; I. O. O. F., Independent Order and Scientific; Sch., School; Sci., Scientific; Soc., Society; Theol., Theological; Y. M. C. A., Young

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Alabama.</i>								
Auburn	Agricultural and Mechanical College.	1873	O.	T.	B.	S.	Col	4,628
Birmingham	High School			T.		F.	Sch	3,000
Demopolis	Marengo Female Institute			C.		S.	Sch	1,500
East Lake	Howard College Library	1841	O.	C.		F.	Col	10,000
East Lake*	Society libraries						Col. Soc.	21,000
Florence*	State Normal School	1873		T.			Sch	1,000
Greensboro	Southern University	1859	O.	C.	B.	S.	Col	3,000
Huntsville	Belles-Lettres Library of the Huntsville Female College.	1853		C.	B.	F.	Col	4,632
Marion	Judson Female Institute	1836	O.	C.	B.	F.	Sch	1,280
Marion*	Marion Female Seminary	1835					Sch	1,000
Marion	Military Institute			C.		S.	Milt	1,000
Mobile*	Mobile Bar Library	1872					Law	4,000
Mobile*	Mobile Library	1879				S.	Gen	5,500
Montgomery*	State and Supreme Court Library.	1828				F.	Law	17,626
Montgomery	State Board of Health	1884	O.	C.			San. & Sci.	2,000
Selma*	Y. M. C. A. Library					F.	Y. M. C. A.	
Spring Hill	Spring Hill College	1829	O.	C.	R.	F.	Col	15,000
Spring Hill*	Reading Room Association.						Gen	1,000
Summerville*	Young Ladies' Academy of the Visitation.						Sch	3,000
Talladega	Talladega College	1875		C.	C.	F.	Col	3,500
Talladega	Theological department.	1872	O.	C.	R.	F.	Theol	1,000
Tuscaloosa	Institute for Training Colored Ministers	1880	O.	C.	R.	F.	Theol	1,500
Tuscaloosa	Pierson Library (Alabama Insane Hospital).	1860		C.		F.	Med	2,000
Tuscaloosa*	Tuscaloosa Female College.	1850			B.	F.	Col	3,000
Tuskegee	Alabama Conference Free College.			C.		F.	Col	1,000
Tuskegee	Tuskegee Normal School	1881				F.	Sci	4,000
University	University of Alabama	1831	O.	C.	R.	F.	Col	11,000
<i>Arizona.</i>								
Prescott*	Territorial Library	1864				F.	Law	5,000
Tucson	Free Public Library			F.	B.	F.	Gen	3,000
Yuma	Prison Library (Territorial)	1884		F.		F.	A. & R	7,000
<i>Arkansas.</i>								
Arkadelphia	Onachita Baptist College			C.		S.	Col	3,000
Batesville	College Library	1872			B.	S.	Col	3,000
Conway	Hendrix College			C.		S.	C	3,000
Fayetteville	Arkansas Industrial University.	1872			B.	S.	Col	5,000
Helena*	Southland College and Normal Institute.	1864				F.	Sch	2,500
Little Rock	Arkansas State Library	1846				F.	State	51,000
Little Rock*	Little Rock University						Col	1,500
Little Rock	Marquand Library		R.	End.	B.	F.	Gen	4,000
Little Rock*	Masonic Library	1883				F.	Soc	2,500
Little Rock*	Supreme Court Library	1836				F.	L	5,000

a Includes unbound pamphlets.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Arkansas—Con'd.</i>								
Marianna.....	Male and Female Institute						Sch.....	12,000
Pine Bluff.....	Library of Branch Normal College.	1873	O.	T.	B.	F.	Col.....	2,100
<i>California.</i>								
Alameda.....	Free Library and Reading Room.	1876	R.	F.	B.	F.	Gen.....	10,522
Anaheim.....	Public School Library.....	1867		F.	B.	F.	Sch.....	1,200
Belmont.....	Belmont School.....						Sch.....	1,064
Benicia.....	St. Augustine College.....	1870	O.	C.	B.	F.	Col.....	3,476
Benicia*.....	Young Ladies' Seminary.....	1852				F.	Sch.....	1,500
Berkeley.....	Institution for the Deaf and Dumb.	1860		F.	B.	F.	Sch.....	1,900
Berkeley.....	University of California....	1868	O.	F.	B.	F.	Col.....	48,287
Chico.....	Free Library.....	1879	O.	C.	B.	F.	Gen.....	1,360
College Park.....	University of the Pacific....	1851	O.	C.	B.	F.	Col.....	4,000
Colusa.....	Grammar Course School.....			T.		F.	Sch.....	1,200
Healdsburg*.....	Public School Library.....			T.		F.	Sch.....	1,000
Hueneme.....	Public Library.....		O.	C.	B.	F.	Gen.....	1,100
Livermore.....	Public School Library.....	1869	O.	T.	B.	F.	Sch.....	1,000
Lodi*.....	Free Library and Reading Room.	1885	O.			S.	Gen.....	1,200
Los Angeles.....	Public Library.....	1872		T.	B.	F.	Gen.....	^a 25,237
Los Angeles.....	St. Vincent's College.....	1868		C.	R.	F.	Col.....	3,000
Los Angeles.....	Southern California College.			C.		S.	Col.....	1,400
Los Angeles.....	State Normal School.....	1883	O.	T.	B.	F.	Sch.....	3,535
Los Angeles*.....	University of Southern California.	1880				F.	Col.....	2,000
Marysville*.....	City Library.....	1858				F.	Gen.....	4,000
Marysville.....	College of Notre Dame.....			C.		S.	Col.....	1,500
Mills College.....	Sage Library.....	1884	O.	C.	R.	F.	Col.....	3,950
Mt. Hamilton.....	University of California, Lick astronomical department.	1875	O.	C. & T.	R.	F.	Sci.....	2,875
Napa.....	Free Public Library.....	1885	R.	T.	C.	F.	Gen.....	3,781
Napa.....	Napa College.....			C.		S.	Col.....	4,500
Nevada City*.....	Odd Fellows' Library.....	1862		C.	B.	F.	I. O. O. F..	2,010
Oakland.....	California College.....			C.		S.	Col.....	2,000
Oakland.....	Convent of Our Lady of the Sacred Heart.	1873		C.		S.	Sch.....	1,450
Oakland.....	Field Seminary.....			C.		S.	Sch.....	1,000
Oakland*.....	Free Public Library.....	1868				F.	Gen.....	10,738
Oakland*.....	Odd Fellows' Library.....	1867					I. O. O. F..	4,263
Oakland.....	Pacific Theological Library.	1869	O.	C.	B.		Theol.....	4,000
Oakland*.....	St. Joseph's Academy.....			C.		S.	Sch.....	5,500
Oakland.....	St. Mary's College.....			C.		S.	Col.....	5,000
Orange.....	Public Library.....	1885	R.	C.	B.	S.	Gen.....	1,500
Palo Alto.....	Leland Stanford Junior University.			C.		F.	Col.....	9,000
Pasadena*.....	Pasadena Library.....	1884				S.	Gen.....	1,500
Pasadena.....	Public Library.....	1883	O.	T.	B.	F.	Gen.....	4,286
Petaluma.....	Free Public Library.....	1867		T.	B.	F.	Gen.....	5,250
Placerville.....	Neptune Library.....	1858	O.	S.	R.		Soc.....	1,500
Riverside*.....	Library Association Library.	1879				S.	Gen.....	1,050
Riverside.....	Public Library.....	1889	R.	T.	B.	F.	Gen.....	3,750

^a Includes unbound pamphlets.

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
400	300	100			\$500			\$500		T. A. Futrall, A. M. J. C. Corben.
	927		45,645	962	6,066			776		Robert Kirk.
					50			81		Leontine C. L. Janssen, librarian. W. T. Reid. J. H. D. Wingfield.
587										Douglas Keith.
10,000	4,343	2,687				\$3,333	\$50,000	4,335		J. H. C. Bonte, secretary of University of California.
149	64	128	1,847	456		120		48		Mrs. T. P. Hendricks, superintendent.
713	82	490	1,800			55				R. G. Atkin, librarian. J. E. Hayman, principal.
110										J. Rice Bowman, librarian.
200	180	70			50					E. H. Wallar, principal.
	7,312		116,263	95,986	21,222			8,339		Tessa L. Kelso, librarian. Rev. A. J. Meyer, president.
500	50	60								
	300		4,600		500			500	\$60,000	Ira More, principal.
1,500										
50	150			4,000						Sister Marie Aliénie. Miss E. W. Bushnell, librarian.
3,343								174		Edward S. Holden.
20	749	7	10,800		1,800					J. G. O'Neill, librarian.
300										
1,000										
35	22	8		65	84			49		Sister Mary Augustine, librarian. Mrs. M. B. Hyde.
1,500	100	300				50	400			Rev. George Mooar, librarian.
300	200	100	2,000	1,000		326		23		Robert E. Tener, librarian.
3,000										
	1,656		19,116		3,466	100		600	2,300	S. E. Merritt, librarian.
180	318	225	6,420	7,500	939			520		Mrs. J. C. Lackie, librarian.
300	100	200							4,000	F. F. Barss, librarian.
250			32,224		2,404	228				Mary M. Smith, librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>California—Con'd.</i>								
Sacramento	California State Library	1852		F.	R.	F.	State	85,000
Sacramento	Free Public Library	1879	O.	T.	B.	F.	Gen	18,561
Sacramento*	Sacramento Institute						Sch	1,000
Sacramento*	Saint Joseph's Academy	1860				Both.	Sch	3,000
Sacramento*	Odd Fellows' Library						I. O. O. F.	4,016
San Anselmo	Theological Seminary Library.	1871	O.	C.	B.	F.	Theol.	18,000
San Bernardino	City High School			T.		F.	Sch	2,050
San Buenaventura*	Ventura Public Library	1874				F.	Gen	2,500
San Diego	Free Public Library	1882	R.	T.	B.	F.	Gen	9,149
San Diego	School District Library		R.	T.	C.	F.	Sch	1,160
San Francisco	Bancroft Library	1853	O.	End.	R.	F.	Gen	45,000
San Francisco*	Bibliothèque de la Ligue Nationale Française.	1875				S.	Soc	13,000
San Francisco	Bohemian Club Library	1872	R.	C.	R.	F.	Soc	7,000
San Francisco	California Academy of Sciences Library.	1853		C.	R.	F.	Sci.	6,000
San Francisco	California State Mining Bureau Library.	1880	R.	T.	R.	F.	Sci.	10,000
San Francisco	Chamber of Commerce Library.	1851	R.	C.	R.	F.	Mer	1,126
San Francisco*	Cogswell Polytechnical College.	1888		C.			Sci.	1,500
San Francisco*	College of Notre Dame of San Francisco.	1866					Sch	1,250
San Francisco	Free Public Library	1879		T.	B.	F.	Gen	69,914
San Francisco	Geographical Society of the Pacific.	1881	R.	C.	R.	S.	Sci.	1,000
San Francisco*	Grand Lodge F. and A. M. of the State of California.	1850				F.	Mas	1,700
San Francisco*	Heald's Business College						Sch	1,000
San Francisco	Irving Institute	1877	R.	F.	B.	F.	Sch	1,400
San Francisco	Knights of Pythias Library	1878	R.	C.	B.	F.	Soc	4,927
San Francisco	La Salle Library	1874		C.	R.		Col	5,325
San Francisco	Law library, Bar Association of San Francisco.	1872	R.	C.	B.	S.	Law	3,900
San Francisco	Law Library, Southern Pacific Company.	1863	O.	C.	B.		Law	10,000
San Francisco	Mariner's Free Reading Room Library.	1876	O.	C.	R.	F.	Gen	1,000
San Francisco	Mechanic's Institute	1855	O.	C.	B.	S.	Gen	57,934
San Francisco	Mercantile Library Association.	1853	O.	F.	B.	S.	Mer	62,000
San Francisco*	Military Library	1873				S.	Mil	1,223
San Francisco	Miss Lake's School for Girls.			C.		S.	Sch	1,500
San Francisco	New Jerusalem Church Free Library.	1866	R.	C.	B.	F.	Theol.	1,250
San Francisco	Odd Fellows' Library Association.	1854	R.	C.	B.	F.	I. O. O. F. ..	42,500
San Francisco, Fort Presidio.	Post Library	1886		C.	C.	F.	Gov	1,675
San Francisco	Sacred Heart Academy			C.		S.	Sch	5,000
San Francisco	St. Ignatius College	1855		C.		F.	Col	30,000
San Francisco	Ladies' Sodality Library	1870		C.	C.	F.	Col. Soc ..	1,700
San Francisco*	St. Mary's College	1863				S.	Col	5,250
San Francisco	St. Vincent's School						Sch	1,475
San Francisco	San Francisco Law Library	1865		C.	B.	S.	Law	31,000
San Francisco	San Francisco Verein Library.	1853		C.	B.	F.	Soc	4,229
San Francisco*	School libraries					S.	Sch	9,414
San Francisco	Society of California Pioneers.	1850				F.	Hist	3,000

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10	11	12	13	14	15	16	17	18	19	20
	35,000 1,773		41,512	50,000	\$5,725	\$873		\$1,449	\$18,000	W. D. Perkins, librarian. Caroline G. Hancock, librarian.
1,000										Rev. William Alexander. N. A. Richardson, prin.
450 154 15,000	860 60 2,000	100 500	56,137	15,767	3,882 100	397		774 38 4,500	12,000	Miss Lu Younkin, libr. Eugene De Brun, supt. H. H. Bancroft.
1,500				12,000						Alfred Bouvier, chairman library committee. Frank H. Vaslit, assistant librarian. C. Robinson, librarian.
3,000	500	2,550						1,500		Thom. J. Haynes, secre- tary.
8,000	750	1,200	5,000							J. V. Cheney, librarian. T. F. Trenor, assistant sec- retary.
1,735	28	103								Edward B. Church, prin. D. Allison, librarian. Brother Alexander, libr. John M. Elmore, librarian.
1,961 1,500	5,668 50	434 200	134,622	94,842	35,790	2,000		8,595		Jas. P. Brown. W. D. Bishop, librarian.
	25 56 953 100	25 79 50	5,041 90	1,750	574	700		45 175		Horace Wilson, librarian. Alfred E. Whitaker, libra- rian. Miss Mary Lake.
	500		5,000	5,000				1,500		John Doughty, librarian.
	4,147 1,665		139,090 18,392			66,310		4,506 1,489		A. J. Cleary, librarian.
200	40		250			70	\$1,500	45		Wm. C. Davis, second lieu- tenant, Fifth Artillery, librarian. Brother Genebern. H. Imoda, president. G. Marantir, director.
2,000	525	75	31,716			4,094	2,628	445		Sister M. Vincent. James H. Deering. Theodore Angelis.
	12			20						
2,500	300 25		625					45		
	900 124	46	1,842		5,000	1,500		4,000 250		

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State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>California—Cond.</i>								
San Francisco*	Sutro Library.....		R.		R.	F.	Gen.....	200,000
San Francisco	Theological Seminary of San Francisco.	1871				F.	Theol.....	16,000
San Francisco*	Young Men's Christian Association.	1853	O.	C.	B.	F.	Y. M. C. A.	4,000
San José	College of Notre Dame.....	1853	O.	C.	B.	F.	Col.....	3,000
San José*	Free Public Library.....	1880					Gen.....	6,500
San José	San José Law Library.....	1875	R.	C.	B.	S.	Law.....	3,000
San José*	State Normal School.....	1862				F.	Sch.....	1,700
San Louis Obispo*	I. O. O. F. Library.....	1874				F.	I. O. O. F.	1,000
San Quentin	San Quentin State Prison Library.	1860	O.		B.	F.	A. & R.	3,884
San Raphael*	St. Vincent's Male Orphan Asylum.						A. & R.	1,000
Santa Barbara	Franciscan Mission.....	1786		C.	R.	F.	Theol.....	2,000
Santa Barbara	Free Public Library.....	1882	O.	T.	B.	F.	Gen.....	7,497
Santa Barbara	Santa Barbara Society of Natural History.	1876	R.	C.	R.		Sci.....	2,000
Santa Clara*	Santa Clara College.....	1851				F.	Col.....	18,000
Santa Cruz	Free Library.....	1882		T.	B.	F.	Gen.....	6,726
Santa Rosa	Free Public Library.....	1884		T.	B.	F.	Gen.....	3,382
Santa Rosa	Pacific Methodist College..			C.		S.	Col.....	1,116
Santa Rosa	Santa Rosa Seminary.....			C.		S.	Sch.....	1,000
Stockton	Free Public Library.....	1880	O.	T.	B.	F.	Gen.....	13,700
Stockton	Public School Library.....	1870		T.	B.	F.	Sch.....	1,700
Tulare City	Free Library.....	1878	O.	T.	B.	F.	Gen.....	2,000
Vallejo	Free Library.....	1884	R.	T.	B.	F.	Gen.....	1,656
Ventura	Public Library.....	1874	O.	T.	B.	F.	Gen.....	4,072
Watsonville	Odd Fellows' Library Association.	1881		C.	B.	F.	I. O. O. F.	2,000
Woodbridge	San Joaquin Valley College.			C.		S.	Col.....	1,000
Woodland	Hesperian College.....			C.		S.	Col.....	1,500
<i>Colorado.</i>								
Boulder	Buckingham Library, University of Colorado.....	1878		T.	B.	F.	Col.....	7,900
Canyon City	Colorado State Penitentiary.	1876	O.	F.	C.	F.	A & R....	2,319
Central City*	Public School Library.....	1868				Both.	Sch.....	1,500
Colorado Springs	Colorado College Library...	1874		C.	B.	F.	Col.....	8,000
Colorado Springs	Free Reading Room and Library.	1885	R.	T. & Cn	B.	F.	Gen.....	1,500
Colorado Springs	Garstin's Circulating Library.	1883	R.	Sub.	C.	S.	Gen.....	2,000
Denver*	Burnham Library Association.	1882				S.	Gen.....	1,500
Denver*	Circulating Library.....						Gen.....	3,000
Denver	College of the Sacred Heart			C.		S.	Sch.....	4,000
Denver	Denver & Rio Grande Ry. Dept. Y. M. C. A.	1886	R.	C.	B.	S.	Y. M. C. A.	1,010
Denver	Matthews' Hall Library....	1871		C.	B.	F.	Sch.....	7,000
Denver	Mercantile Library of the Chamber.	1886		C.	B.	F.	Mer.....	19,668
Denver	Public library.....	1889		T.	B.	F.	Gen.....	13,500
Denver*	Public school libraries (4)...	1875				F.	Sch.....	5,353

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10	11	12	13	14	15	16	17	18	19	20
										George Moss, acting librarian.
	150		621							W. Smith, librarian.
										Sister Anna Raphael.
	100							\$450		E. C. Irvin.
	1,000		17,500	3,884				25		Rev. A. Drahius, chaplain.
150	50	28						200		
1,737	1,282	134	20,000	12,000	\$4,600			220		Mrs. M. C. Rust, librarian.
3,000										Mrs. F. C. Lord, curator and librarian.
1,981	858	200	29,351	10,000	1,122			570		Minerva Waterman, librarian.
	585		19,299		1,784	\$65		696		Bertha Kumli, librarian.
342										
	1,693		44,628	6,914	5,977	1,700	\$75,000	748	\$12,988	W. F. Cloudsley, secretary and librarian.
200	50	45	600	900	400			135		James A. Barr, city superintendent of schools.
	45		691		975					T. Hansman, librarian.
			11,005		573					J. Wm. Shortridge, secretary.
			4,572		673			44		F. Vandever, librarian.
500	200	100				50		150		William Malcom, librarian.
500										
	936		3,150					634		Chas. E. Lowrey, librarian.
	481			39,000				639		Rev. L. J. Hall, chaplain.
1,000	400	200	1,400	500		7,530	7,500	50		M. McG. Meyer, secretary of president.
350	50	60	11,100							M. L. Cowles, librarian.
										M. A. Garstin.
										J. Maria, S. J.
										Leroy Burdick, secretary.
800	25	100				100	1,800	100	15,000	Jno. F. Spalding, bishop of Colorado.
3,000	1,634	500	76,797	24,611		4,360		2,704		Chas. R. Dudley, librarian.
5,000	6,000	3,500	75,000		4,455			6,000		J. C. Dana, librarian.

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1	2	3	4	5	6	7	8	9
<i>Colorado—Cont'd.</i>								
Denver	State Library	1873	R.	T.	B.	F.	State	11,369
Denver	Supreme Court Law Library.	1872		T.	R.	F.	Law	6,000
Denver	Symes Law Library	1881	R.	C.	B.	S.	Law	5,945
Denver	University of Denver	1880	.....	C.	B.	F.	Col	5,000
Denver	Wolfe Hall	1870	.....	.....	.....	.....	Sch	2,500
Denver	Y. M. C. A. Library	1875	R.	C.	B.	F.	Y. M. C. A.	1,200
Fort Collins	State Agricultural Library.	1878	O.	T.	B.	F.	Sci	3,246
Golden	State School of Mines	1884	.....	T.	.....	F.	Sci	2,310
Greeley	Public Library	1885	R.	T.	B.	S.	Gen	3,100
La Junta	Young Folk's Library .....	.....	.....	.....	.....	S.	.....	7,000
Leadville	High School .....	.....	.....	T.	.....	F.	Sch	1,000
Trinidad	Free Public Library .....	.....	.....	.....	.....	F.	Gen	5,000
<i>Connecticut.</i>								
Abington	Social Library	1793	O.	C.	C.	S.	Gen	1,034
Andover	Porter Library	1879	.....	C.	B.	S.	Gen	1,250
Ansonia	High School .....	.....	.....	.....	.....	.....	Sch	2,000
Ansonia	Y. M. C. A. Library	1884	R.	C.	B.	S.	Y. M. C. A.	1,000
Ashford*	Babcock Library	1865	.....	.....	.....	F.	Gen	2,400
Baltic	Academy of the Holy Family.	.....	.....	C.	.....	S.	Sch	2,000
Berlin	Berlin Library	1840	O.	C.	C.	F.	Gen	1,022
Bethlehem	Bethlehem Library Association.	1856	R.	C.	C.	F.	Gen	1,600
Birmingham	Allis' Circulating Library ..	1856	O.	Sub.	C.	S.	Gen	3,500
Bolton	Bolton Free Library	1881	R.	.....	B.	F.	Gen	1,000
Bridgeport*	Park Avenue Institute .....	.....	.....	.....	.....	.....	Sch	1,000
Bridgeport	Public Library and Reading Room.	1881	O.	T.	B.	F.	Gen	21,756
Bristol*	Y. M. C. A. Library	1869	.....	.....	.....	Both.	Y. M. C. A.	2,200
Canaan	Douglas Library	1821	O.	T.	B.	S.	Gen	2,500
Cheshire	Episcopal Academy of Connecticut.	.....	.....	C.	.....	S.	Sch	1,000
Chester	Public Library	1875	R.	T.	C.	S.	Gen	1,345
Clinton	Morgan School Library	1872	.....	.....	B.	F.	Sch	2,150
Colchester	Colchester Library Association.	1856	R.	C.	B.	S.	Gen	2,221
Columbia	Free Library	1883	.....	C.	B.	F.	Gen	2,500
Cornwall	Cornwall Library	1869	R.	C.	B.	S.	Gen	1,928
Cornwall*	Housatonic Valley Institute.	.....	.....	.....	.....	.....	Sch	1,700
Danbury	Danbury Library	1869	O.	C.	B.	S.	Gen	9,845
Danielsonville*	People's Library Association.	1854	.....	.....	.....	S.	Gen	2,000
Durham*	Durham Academy .....	.....	.....	.....	.....	.....	Sch	2,000
East Hartford	Raymond Library .....	.....	O.	C.	B.	S.	Gen	2,000
East River	Library Company	1877	O.	F.	B.	.....	Gen	1,200
Fairfield	Memorial Library	1876	.....	.....	B.	S.	Gen	1,603
Fairfield*	Mill Plain Library	1871				S.	Gen	1,000
Farmington	Farmington Village Library.	1890		F.	C.	S.	Gen	2,734

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10	11	12	13	14	15	16	17	18	19	20
600	1,200	189								Thom. N. Haskell, libr'n.
	500				\$1,500			\$500		Jas. A. Miller, librarian.
500	250				1,500	\$900		1,000		A. E. Hinsley, secretary and librarian.
1,000	1,000	200	1,300	2,000		1,200		1,000		Wm. Fraser McDowell, chancellor.
			300							B. M. Lewis, secretary.
4,880	200	2,000	890					2,000		Celia May Southworth, librarian.
1,350	210	68						465		Regis Shaulluet, pres't.
300	60		1,800	600	350			115		Fred. E. Smith, secretary.
										Adella Holdridge.
300	7	25	60							Miss Jessie E. L. Dennis, librarian.
400	10	40	500	500		25		20		E. M. Yeomans, assistant librarian.
										Wm. H. Aughton, principal.
130	30		900							Henry Hoar, general secretary.
										Sister M. Carine.
	232	215	3,110			107	\$130	100	\$1,320	Miss Emily Brandegee, librarian.
	15	48						25		Geo. W. Perez, secretary.
200									1,000	Geo. C. Allis.
										Chas. F. Sumner, pres't.
1,290	3,533	320	99,667	15,883	12,440			3,778		Agnes Hills, librarian.
	108					198	1,300	108		Samuel Eddy, treasurer library committee.
										Rev. S. J. Horton, D. D.
	25		1,345					10		Alfred B. Hall, librarian.
	30									Dwight Holbrook.
200	525	200	7,852				5,000			E. Fitch, librarian.
1,000	236	200	2,300			72	1,500	50	350	Wm. H. Yemans, secretary library committee.
80	110	35	1,680	240	52		1,450	100		E. C. Starr (Rev.), of executive committee.
	520		17,460	395		3,150		800		Mrs. C. H. Sanford.
300	100	25	3,000		50	400	10,000	75	5,000	Jessie W. Hayden, librarian.
200	45	25	1,200			275	7,000	50	1,000	S. H. Chellenden, secretary.
	1,603			15						F. E. B. Nichols.
200	110					3,200				Julia S. Brandegree, librarian.

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1	2	3	4	5	6	7	8	9
<i>Connecticut—Continued.</i>								
Greenwich.....	Greenwich Reading Room and Library Association.	1877	R.	C.	B.	S.	Gen	3,970
Guilford.....	Guilford Circulating Library.	1871	R.	Sub.	B.	S.	Gen	1,280
Hartford.....	American Asylum Library.	1817	.....	C.	B.	F.	A. & R.	2,000
Hartford.....	Case Memorial Library .....	.....	.....	.....	.....	.....	Gen	55,000
Hartford.....	Connecticut Historical Society.	1825	.....	C.	R.	F.	Hist	21,650
Hartford.....	Connecticut State Library	1854	.....	.....	.....	.....	State	15,000
Hartford*.....	Hartford Bar Library Association.	1880	.....	.....	.....	F.	Law	1,200
Hartford.....	Hartford Hospital Medical Library.	1856	.....	C.	R.	F.	Med	1,500
Hartford.....	Hartford Library Association.	1839	.....	C.	B.	F.	Gen	37,000
Hartford.....	Hartford Retreat for the Insane.	.....	.....	C.	.....	F.	A. & R.	2,000
Hartford	Hartford Theological Seminary.	1834	O.	C.	B.	F.	Theol.	55,000
Hartford.....	Public High School .....	.....	.....	T.	R.	F.	Sch	2,817
Hartford*.....	State Board of Education .....	.....	.....	.....	.....	F.	State	2,000
Hartford	Trinity College Library.....	1823	O.	C.	B.	F.	Col	33,877
Hartford	United Workers' Society ..	1885	R.	C.	C.	F.	Soc	1,000
Hartford	Watkinson Library	1858	.....	C.	B.	F.	Gen	43,870
Jewett City	Slater Library	1884	O.	.....	B.	F.	Gen	2,510
Lebanon	Buckingham Pastoral Library.	1864	O.	C.	.....	.....	Theol.	2,000
Litchfield.....	Circulating Library.....	1871	.....	.....	C.	S.	Gen	2,800
Litchfield.....	Wolcott Library	1862	.....	End.	B.	S.	Gen	1,200
Lyme.....	Old Lyme Public Library ..	1856	O.	S.	B.	F.	Gen	2,200
Manchester.....	High School (district No. 8).	.....	.....	T.	.....	F.	Sch	1,057
Meriden	High School .....	.....	.....	.....	.....	.....	Sch	1,525
Meriden	State Reform School Library	1854	O.	T.	B.	F.	A. & R.	3,000
Meriden	Y. M. C. A. Library	1866	O.	C.	B.	S.	Y.M.C.A. ..	6,760
Middletown	Berkely Divinity School ...	1854	O.	C.	B.	F.	Theol.	21,000
Middletown*.....	Connecticut Hospital for the Insane.	1868	.....	.....	.....	.....	A. & R.	2,000
Middletown*.....	Connecticut Industrial School for Girls.	1872	.....	.....	.....	F.	Sch	1,800
Middletown	Russell Library.....	1875	O.	End.	B.	F.	Gen	9,454
Middletown	Wesleyan University Library.	1833	O.	C.	B.	F.	Col	38,895
Milford*.....	Milford Lyceum	1858	.....	.....	.....	F.	Soc	1,750
Moodus.....	E. Haddam Free Public Library and Reading Room.	1888	R.	C.	B.	F.	Gen	3,440
New Britain.....	New Britain Institute	1853	R.	C.	B.	S.	Sch	8,000
New Britain.....	New Britain Normal School.	1851	O.	T.	B.	F.	Sch	8,500
New Canaan.....	New Canaan Reading Room and Circulating Library Corporation.	1878	O.	C.	C.	S.	Gen	1,413
New Haven.....	American Oriental Society Library.	1843	.....	C.	B.	F.	Sci	3,000
New Haven*.....	Bartholemew's Library	1871	.....	.....	.....	S.	Gen	4,000
New Haven.....	Connecticut State Board of Health.	1879	R.	T.	R.	F.	San. & Sci.	1,000
New Haven*.....	Elderage School.....	1865	.....	.....	.....	F.	Sch	1,050
New Haven*.....	Free Public Library	1886	.....	.....	.....	F.	Gen	3,600
New Haven.....	Hill House High School Library.	1873	O.	T.	B.	F.	Sch	2,000

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
400	16 50		3,600	200		\$644	\$2,000			Mary M. Miller, librarian.
										Miss Annetta A. Fowler, assistant librarian.
										Job Williams, principal.
	243	896				1,473	16,625	\$25		Frank B. Gay, secretary and librarian.
	550									Chas. J. Hoadly, librarian.
1,000	15									Leander Hall, superintendent.
	1,870		45,000	2,500			14,500	50,000		C. M. Hewins, librarian.
						250	5,000	247		H. P. Stearns, M. D.
25,000	744	2,000				4,600		800	\$10,000	Alfred T. Perry, librarian.
	169							300		Joseph Hall, principal.
22,000	1,376	700	2,221		\$1,600	28,000	1,100			Samuel Hart, acting librarian.
	450									
	529	137				108,000	1,000		120,000	Frank B. Gay, acting librarian.
	70					43	1,120	40	1,200	Rev. H. Martin Kellogg.
	200	4,500						250		Mrs. W. C. Buell, librarian.
	125		400			2,500		100		Mrs. W. C. Buell, librarian.
2,000	25	100					1,000	621		James Griswold, librarian.
										S. T. Frost, Principal.
										G. Worth Howe.
885	540	80	7,895	800				80		A. H. Wilcox, general secretary.
	104									J. H. Barbour, librarian.
			18,988				40,000	10		L. F. Philbrook, librarian.
	947		6,217			1,823	18,792	1,479	40,000	W. J. James, librarian.
	157		5,041			616				
200	500	25	8,869	1,000		4,058		498		David N. Camp, chairman library committee.
	800							800		C. F. Canall, principal.
	30					475		25	3,200	F. L. Comstock, secretary.
4,000	80	290								Addison Van Name, librarian.
1,000	100	75						129		C. A. Lindsley, secretary.
	150					500				Isaac Thomas, principal.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Connecticut—Continued.</i>								
New Haven.....	New Haven Colony Historical Society.	1862	R.	C.	B.	F.	Hist	3,500
New Haven.....	New Haven Orphan Asylum	1865	O.	C.	.....	F.	A. & R....	1,000
New Haven.....	Yale College	1701	O.	C.	B.	F.	Col	185,000
New Haven.....	Foreign Missionary Library.	1891	O.	Sub.	B.	F.	Theol	1,500
New Haven*.....	Law department	1824	.....	.....	.....	.....	Law	9,000
New Haven*.....	Linonian & Brothers' Library.	1769	.....	.....	.....	S.	Col. Soc....	28,000
New Haven*.....	Medical Department...	1812	.....	.....	.....	.....	Med	3,000
New Haven*.....	Sheffield Scientific School.	1866	.....	.....	.....	.....	Sci	6,000
New Haven.....	Trowbridge Reference Library of Divinity School.	1870	.....	.....	.....	F.	Theol	2,000
New Haven*.....	Young Men's Institute	1826	.....	.....	.....	S.	Sch	12,000
New London*	Circulating Library	1870	.....	.....	.....	S.	Gen	1,371
New London	New London Historical Society's Library.	1870	.....	C.	B.	F.	Hist	1,113
New London	Public Library of New London.	1882	O.	T.	B.	F.	Gen	9,150
New London*	Public school libraries (2) ..	.....	.....	.....	.....	.....	Sch	1,100
New London	Y. M. C. A	1867	R.	C.	B.	S.	Y. M. C. A	1,500
New Milford*	Benevolent Library	1840	.....	.....	.....	F.	Social	1,500
New Milford	New Milford Library Association.	1886	R.	C.	B.	S.	Gen	2,400
Newtown.....	Newtown Library	1876	R.	.....	B.	S.	Gen	1,600
Norfolk.....	Norfolk Library	1888	O.	End.	B.	F.	Gen	4,600
North Haven	Bradley Library	1884	R.	C.	C.	.....	Gen	2,000
Norwalk.....	Norwalk Library Corporation.	1865	R.	C.	B.	S.	Gen	3,500
Norwalk.....	Young Ladies' Institute ...	.....	.....	C.	.....	S.	Sch	1,200
Norwich*.....	Norwich Circulating Library.	1871	.....	.....	.....	S.	Gen	6,000
Norwich.....	Otis Library	1848	O.	C.	B.	F.	Gen	17,000
Norwich.....	Peck Library	1856	.....	C.	R.	F.	Sch	7,824
Oakdale	Raymond Library	1882	O.	C.	B.	S.	Gen	1,739
Plymouth	Plymouth Library Association.	1871	R.	C.	B.	S.	Gen	1,169
Plymouth*	Terryville Lyceum Library.	1838	.....	.....	.....	S.	Gen	1,008
Pomfret	Pomfret Library	1882	.....	C.	B.	S.	Gen	2,355
Ridgefield*	Library Corporation	1879	.....	.....	.....	S.	Gen	1,540
Rockville.....	Rockville Library	1870	R.	.....	C.	S.	Gen	2,500
Rocky Hill	Library Association	1794	R.	C.	C.	S.	Gen	1,035
Saybrook.....	Acton Library	1854	O.	C.	B.	S.	Gen	3,468
Simsbury.....	McLean Seminary .....	.....	.....	C.	.....	S.	Sch	1,200
Simsbury.....	Simsbury Free Library	1874	O.	T.	B.	F.	Gen	2,939
South Coventry ..	Hale Donation Library	1804	.....	C.	B.	F.	Theol	1,251
South Coventry ..	South Coventry Circulating Library.	1882	R.	C.	B.	S.	Gen	1,930
South Manchester	South Manchester Free Library.	1870	O.	C.	B.	F.	Gen	3,300
South Norwalk ...	Public Library and Reading Room.	1877	O.	T.	B.	F.	Gen	2,123
Southport	Mill Plain Circulating Library.	1871	R.	C.	C.	S.	Soc	1,175
Stafford Springs ..	High School			T.		F.	Sch	1,000

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10	11	12	13	14	15	16	17	18	19	20
5,000	180					\$675				Dwight E. Bowers, librarian.
100,000	8,730	29,000	45,000			21,300	\$78,000	\$9,800	\$135,000	Mrs. G. W. Caroline L. Curtis, president.
										Addison Van Name, librarian.
										Prof. Geo. E. Day, dean divinity school.
							12,000	650		Geo. J. Brush, director.
1,359	84	112						75		Thos. S. Collier, secretary and librarian.
	9,150	675	36,851	387			100,000	6,000	50,000	Mary A. Richardson, librarian.
500										Fred. H. Law.
	142		4,023			210		32		
15	165	25	2,240		\$87		161	130		Miss Abbie L. Peck, librarian.
	675		10,418							Edward Cobb, second librarian.
	125							40		Harriett D. Andrews.
	150		2,600					150		Lawrence P. Mott, librarian.
										Mrs. Melville E. Mead.
	400					2,225	25,000	486	6,000	Jonathan Trumbull, trustee and treasurer.
	412		1,506			800	12,000	800		H. W. Kent, librarian.
312	21	156	224			392	7,500	285		Miss Lucy R. Parish, libr.
12	143	12	2,600	25	2,000		3,000	85		A. L. Beardsley, president and librarian.
160	130	20	1,200	15	140			110		Louise Clare Hoppin, assistant librarian.
	300									E. W. Foote.
50	62		1,314		100	150	500	50		Mrs. Adelaide W. Wright.
	50	62	636	432				58	3,000	C. A. Clark.
										J. B. McLean.
	300		6,000	50	200		6,000	300	10,000	E. J. McRay, acting libr.
	23	4				43	9,000	42		Frederick D. Avery, chairman board of trustees.
23	98	45	2,287			18		100		J. E. Stanley, librarian.
	202		10,000							Alice B. Cheney.
	186		13,519			1,040		166		Angeline Scott, librarian.
	29		600			18				Loutta B. Perry, librarian.
										Francis N. Bagnall, principal.

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1	2	3	4	5	6	7	8	9
<i>Connecticut—Continued.</i>								
Stafford Springs ..	Stafford Library Association.	1874	R.	C.	B.	S.	Gen	1,600
Stamford*	Ferguson Library	1881				Both.	Gen	5,000
Storrs	Storr's Agricultural School.	1881		T.	B.	F.	Sci	1,145
Stratford	Stratford Library Association.	1885	R.	C.	B.	S.	Gen	2,500
Suffield	Connecticut Literary Association.	1833		C.	B.	F.	Sch	1,600
Talcottville	Talcott Free Library	1882	O.	Sub.	B.	F.	Gen	1,000
Terryville	Terryville Lyceum Library.	1842		C.	B.	S.	Soc	1,035
Thomaston	Laura Andrews Free Public Library.	1880			B.	F.	Gen	1,438
Thompsonville ...	High School			T.		F.	Sch	1,000
Torrington*	Library Association	1864				S.	Gen	3,186
Wallingford	Town Library	1882		C.	B.	S.	Gen	2,513
Warrenville	Babcock Library	1865	R.	End.	C.	F.	Gen	2,878
Washington	Washington Reading Room and Circulating Library Association.	1882		C.	B.	S.	Gen	2,000
Waterbury*	Congrégation de Notre Dame.	1869					Sch	1,846
Waterbury	College of the Immaculate Conception.			C.		S.	Col	1,500
Waterbury*	High School						Sch	1,000
Waterbury	Silas Bronson Library	1870	O.	C.	B.	F.	Gen	44,183
Watertown	Watertown Library Association.	1865	O.	C.	B.	S.	Gen	5,850
Wauregan*	Wauregan Village Library Association.	1861				S.	Gen	1,016
West Hartford	West Hartford Free Library.	1882		Sub.	B.	F.	Gen	1,819
Westport	Staples High School					F.	Sch	1,500
West Winsted	Beardsley Library	1874	R.		B.	S.	Gen	26,468
Wethersfield	Connecticut State Prison Library.	1827		T.	B.	F.	A. & R. ...	1,786
Wethersfield*	Wethersfield Library Association.	1866				S.	Gen	1,560
Willimantic	Dunham Hall Library	1878	O.	C.	B.	F.	Gen	3,774
Willimantic	Public Library	1864	R.	T.	B.	F.	Gen	3,515
Windsor*	Loomis Institute	1874					Sch	1,000
Woodstock	Woodstock Library	1880		C.	B.	S.	Gen	1,300
<i>Delaware.</i>								
Dover	Delaware State Library	1830		T.	R.	F.	State	21,000
Dover*	Dover Library	1885				S.	Gen	1,890
Dover	Scott Library of Wilmington Conference Academy.	1878		C.	B.	S.	Sch	1,200
Lewes	Lewes Library Association.	1878	R.		C.	S.	Gen	1,000
Milford	Milford Library Association.	1882	R.	C.	B.	S.	Gen	1,349
Newark	Delaware College Library ..	1835		F.	B.	F.	Col	4,770
Newark*	Delta Phi Society	1835				F.	Col. soc. ...	1,238
New Castle*	Library Company	1812				S.	Gen	4,000
Odessa	Corbit Library	1846	O.	End.	B.	F.	Gen	2,750
Wilmington	German Library Association.	1873	O.	C.	R.	S.	Gen	2,535
Wilmington	Historical Society of Delaware.	1864	R.	C.	R.	S.	Hist	2,572
Wilmington	Law Library Association of New Castle County.	1873		C.	R.	S.	Law	5,000
Wilmington*	United States district court.					F.	Law	1,178
Wilmington	Wilmington Institute	1788	O.	C.	B.	S.	Sch	18,051

a Including pamphlets.

States of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
650	55	225	540			\$180		\$78		A. Howard, treasurer.
400	50	37	1,207					60		B. F. Koon, principal.
100	150	10	4,760			450		145		Rev. Joel S. Ives, president.
300	75	90								W. Scott, principal.
	25		23	2		100		15	\$10,000	David Ferguson, librarian.
	33		435		\$55	18		58		A. S. Gaylord, secretary.
										Miss H. A. Norton, librarian.
										E. H. Parkman, principal.
	143							235		Miss Emma Lewis, librarian.
300	75	20				120	\$3,000	85		Peter Platt, librarian.
	81	75	1,479			78		7,262		W. G. Burswick, secretary and treasurer.
										Sister St. Mary.
8,000	2,001	507	64,778	3,143		12,185	262,934	4,362	18,000	H. F. Bassett, librarian.
500	405	48	7,894				20,000	401	16,000	Nancy E. Bronson, librarian.
	97		3,607			189		61		Elizabeth S. Elmer, librarian.
	344	23	8,347			1,000	6,000	285		Henry S. Pratt.
										Louise M. Carrington, librarian.
										S. E. Chamberlin, warden.
72	120	75	2,000					150		Jennie Ford.
	122		3,440	75	300					Mrs. Wm. P. Jordan.
	300		2,080					50		O. A. McClellan, president of association.
	1,000				1,050			400		Peter C. Gruwell, librarian.
	30		120		60			50		W. L. Gooding.
75	75	75	1,349	1,349						Edward Duffel, librarian.
3,627	705	452								Robert H. Davis, president.
										Geo. A. Harter, A. M., Ph. D.
56	221	26	2,750			85	1,150	127	400	Joseph L. Gibson, clerk.
	200				212	235		278		Albert Buchler, secretary.
6,997	83	227						10		Jno. J. Gallagher, librarian.
	200				500			400		Nathaniel W. Davis, secretary and treasurer.
1,181	599	126	33,169					648		Geo. A. Elliott, chairman of committee.

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1	2	3	4	5	6	7	8	9
<i>District of Columbia.</i>								
Georgetown	Riggs Memorial Library ...	1889	O.	C.	R.	F.	Col	61, 104
Washington	Academy of the Holy Cross			C.		S.	Sch	1, 000
Washington*	Academy of the Visitation.	1850					Sch	1, 000
Washington*	Adjutant-General's Office..			T.			Gov't	4, 177
Washington*	American Medical Association.					F.	Med	7, 000
Washington	Bar Association of the District of Columbia.	1870		C.	R.	S.	Law	6, 000
Washington*	Bureau of Ordnance (Navy Department).	1838		T.			Gov't	1, 500
Washington	Carroll Institute	1873		C.	B.	S.	Sch	3, 500
Washington*	Columbia Institution for the Deaf and Dumb.	1864				F.	A. and R ..	3, 000
Washington	Columbian University Library.	1822			B.	F.	Col	5, 000
Washington	Department of Agriculture Library.	1860		T.	R.	F.	Gov't	20, 000
Washington	Department of Justice Library.			T.	R.	F.	Gov't	21, 500
Washington	Department of State Library.	1789		T.	B.	F.	Gov't	50, 000
Washington	Department of the Interior Library.	1849		T.	B.	F.	Gov't	11, 500
Washington*	District of Columbia Library.	1878		T.			Gov't	1, 000
Washington*	Executive Mansion Library	1810		T.		F.	Gov't	2, 000
Washington*	Free Select Library	1886			C.	S.	Gen	3, 000
Washington	General Land Office Library			T.	R.	F.	Gov't	2, 000
Washington	Gonzaga College Library ..						Col	11, 000
Washington	Government Hospital for the Insane Library.	1854		T.	R.	F.	Gov't	2, 634
Washington	Grand Lodge, A. F. A. M., District of Columbia.	1869	R.	C.	B.	F.	Mas	2, 637
Washington*	Health Department	1872				F.	Sci	1, 000
Washington	Central High School			T.		F.	Sch	5, 000
Washington*	House of Representatives ..	1789				F.	Gov't	125, 000
Washington	Howard University	1870		T.	B.	F.	Col	9, 963
Washington	Library of Congress	1800		T.		F.	Gov't	659, 843
Washington	Library of the Bureau of Statistics.	1866		T.	R.		Gov't	4, 200
Washington*	Library of the Supreme Council, 33d S. J., U. S. A.	1882				F.	Mas	9, 000
Washington	Light Battery "C," Third Artillery, Library.					F.	Gov't	1, 500
Washington	Light-House Board Library	1852		T.		F.	Gov't	3, 598
Washington	Marine Hospital Bureau Library.			T.	R.		Gov't	1, 800
Washington*	Masonic Library of the District of Columbia.	1810		T.			Mas	2, 238
Washington*	Mount Vernon Institute ...	1872		T.			Sch	1, 000
Washington*	Mount Vernon Seminary...	1875					Sch	1, 000
Washington	Museum of Hygiene Library, Navy Department.	1882	R.	T.		F.	Gov't	9, 938
Washington	Navy Department Library ..	1878		T.	R.	F.	Gov't	24, 518
Washington	Norwood Institute Library.	1882		F.	R.		Sch	1, 185
Washington*	Nautical Almanac Office ...	1850					Gov't	1, 600
Washington	Post-Office Department Library.	1862		T.	B.	F.	Gov't	10, 000

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10	11	12	13	14	15	16	17	18	19	20
18,800	8,096							\$12,600		Jas. F. X. Mulvany, librarian. Mother M. Augusta.
20	300	4								B. Kennon Peter, librarian.
	85	175	3,000	3,500	\$3,000			108	\$70,000	Jas. B. O'Neill, librarian.
2,000								500		H. L. Hodgkins, librarian.
15,000	500	300						3,000		E. H. Stevens, librarian.
	798	88						2,500		J. A. Finch, librarian.
	1,500				2,000					Andrew H. Allen, chief, Bureau Rolls and Library.
	270	150	36,000					500		
								500		Wm. E. Nott, acting librarian.
	159									I. W. Blackburn, M. D., librarian.
	78		940			\$50		60		Wm. R. Singleton, librarian.
										F. R. Lane, principal.
10,000	654	500	2,800					1,000		Irene Chaplin Tyler, librarian.
210,000	17,455	5,000			56,500			9,650	280,000	Ainsworth R. Spofford, librarian.
4,800	175	291	67	95						J. N. Whitney, chief clerk.
										Fritz Kattengelt (sergeant), librarian.
										Geo. W. Caffin, commander U. S. N., naval secretary.
1,500										Walter Wyman, Supervising Surgeon-General, M. H. S.
	1,180									Thomas Owens, surgeon, U. S. N.
	1,305							3,000		F. M. Wise, superintendent naval war records.
400	167	180						304		Mr. and Mrs. Wm. D. Cabell.
250	350	20	5,400	2,384						W. B. Cooley.

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1	2	3	4	5	6	7	8	9
<i>District of Columbia—Cont'd.</i>								
Washington*	St. John's Collegiate Institute.						Sch.	3,500
Washington	Scientific Library of Patent Office.	1836		T.	R.	F.	Gov't.	50,000
Washington*	Signal Office, U. S. Army ...	1861		T.		F.	Gov't.	10,540
Washington	"Solicitor of the Treasury" Library.	1843		T.	B.	F.	Gov't.	7,000
Washington	Surgeon General's Office, U. S. Army.	1865		T.	R.	F.	Gov't.	104,300
Washington	Treasury Department Library.	1875		T.	B.	F.	Gov't.	21,000
Washington	United States Bureau of Education Library.	1868	R.	T.	B.	F.	Gov't.	45,000
Washington	United States Coast and Geodetic Survey Office Library.	1832		T.	B.	F.	Gov't.	12,000
Washington*	United States Commission on Fish and Fisheries.	1871		T.			Gov't.	2,655
Washington	United States Geological Survey Library.	1882	R.	T.	B.	F.	Gov't.	30,414
Washington	United States Hydrographic Office Library.	1867		T.	R.	F.	Gov't.	3,166
Washington	United States National Museum Library.	1881		T.	R.	F.	Gov't.	4,858
Washington	United States Naval Observatory Library.	1845		T.	R.	F.	Gov't.	13,000
Washington	United States Senate Library.	1870		T.	B.	F.	Gov't.	72,502
Washington	United States Soldiers' Home.	1856		T.		F.	Gov't.	5,600
Washington	War Department Library.	1800		T.	B.	F.	Gov't.	30,000
Washington*	Washington Circulating Library.	1883				S.	Gen.	3,000
Washington	Wayland Seminary C. B. Davis Library.	1865				F.	Sch.	2,500
Washington	Young Men's Christian Association Library.	1852		F.	R.	F.	Y.M.C.A.	1,500
<i>Florida.</i>								
De Funiak Springs.	De Funiak Library	1877	O.	C.	B.	S.	Gen.	1,200
De Land	John B. Stetson University.			C.		S.	Col.	4,300
Gainesville	East Florida Seminary			C.		S.	Sch.	1,000
Gainesville	Florida Library Association.	1883		C.	B.	S.	Gen.	1,000
Jacksonville	Cookman Institute	1876		C.	C.	F.	Sch.	1,500
Jacksonville	Library Association	1882	R.	C.	B.	Both.	Gen.	2,131
Lake City	Florida State Agricultural College.	1870		C.			Sci.	2,000
Milton*	Public Library, Santa Rosa Academy.	1875		C.	C.	F.	Gen.	10,000
Pensacola	Young Men's Christian Association Library.	1887	R.	F.	B.	S.	Y.M.C.A.	1,000
St. Augustine	Free Public Library	1874		Sub.	C.	F.	Gen.	3,000
St. Augustine* ...	Regimental Library, Second U. S. Artillery.					F.	Gar.	1,350
Tallahassee*	State Library, { Executive. } { Judicial. }	1845				F.	{ State { Law	8,000 4,500
Tallahassee	University Library Association.	1884	O.	C.	B.	S.	Col.	3,500
Winter Park	Rollins College			C.			Col.	2,500

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Georgia.</i>								
Albany*	Public library.....	1878				S.	Gen.....	3,000
Americus.....	Americus Library Association.	1878	O.	C.	C.	S.	Gen.....	2,346
Athens.....	High school.....						Sch.....	2,500
Athens*	Lucy Cobb Library.....	1859				S.	Col.....	2,000
Athens.....	University of Georgia Library.	1800				S.	Col.....	26,000
Athens*	Demosthenian Society.....	1801				F.	Col. soc....	3,000
Augusta.....	Medical College of Georgia.	1829		R.		F.	Med.....	5,000
Dahlonega.....	North Georgia Agricultural College.			C.			Sci.....	1,000
Milledgeville*	Middle Georgia Military and Agricultural College.	1880				F.	Milt. & sci.	3,000
Athens*	Phi Kappa Society.....	1820					Col. soc....	3,000
Atlanta*	Abyssinian Library.....	1880				S.	Gen.....	2,500
Atlanta.....	Atlanta Baptist Seminary.....	1871		C.	B.	F.	Theol.....	2,500
Atlanta.....	Atlanta Female Institute, Clonian Society.	1869				S.	Col. Soc....	1,000
Atlanta.....	Clark University Library..	1876		C.	R.	F.	Col.....	2,000
Atlanta*	Gammon School of Theology.					F.	Theol.....	2,100
Atlanta*	Graves Library of Atlanta University.	1870				F.	Col.....	7,000
Atlanta.....	Spelman Seminary.....						Sch.....	1,500
Atlanta*	State Library.....	1825				F.	State.....	45,000
Atlanta.....	Young Men's Library.....	1867	O.	C.	B.	Sub.	Gen.....	14,850
Augusta*	Young Men's Library Association.	1848				S.	Gen.....	5,769
Barnesville*	Gordon Institute.....	1873				F.	Sch.....	2,000
Blackshear*	Library and Literary Association.					S.	Gen.....	1,000
Buford.....	Buford College.....						Col.....	2,500
Cartersville.....	West End Institute.....			C.		S.	Sch.....	1,000
Cave Spring.....	Georgia Institution for the Deaf.	1859				F.	A. & R....	1,200
Columbus.....	Columbus Public Library..	1882	R.	T.	B.	S.	Gen.....	7,000
Cuthbert.....	Andrew Female College....			C.		F.	Col.....	2,500
Dahlonega.....	Decona Palaestra Society Library.	1873			R.	F.	Soc.....	1,800
Forsyth.....	Monroe Female College.....			C.		F.	Col.....	1,000
Griffin*	Griffin Female College.....	1857					Col.....	1,100
Hawkinsville*	Library and Literary Association.	1879					Gen.....	1,400
La Grange.....	Southern Female College Library.	1843	O.	C.	B.	S.	Col.....	5,000
Macon*	Georgia Academy for the Blind.	1852				F.	Sch.....	1,000
Macon.....	Lewis Public Library.....	1880		Sub.	C.	F.	Gen.....	4,000
Macon.....	Mercer University Library.	1858		C.	B.	F.	Col.....	8,000
Macon*	Ciceronian Society.....					S.	Col. Soc....	3,000
Macon.....	Phi Delta.....	1840	O.	F.	B.	S.	Col. Soc....	3,000
Macon.....	Public Library and Historical Society.	1874	O.	C.	B.	Both.	Gen. Hist.	12,000
Macon.....	Wesleyan Female College..	1839	O.	C.	R.	F.	Col.....	2,100
Marietta.....	Marietta Library.....	1883	R.	C.	B.	S.	Gen.....	1,200
Milledgeville.....	Georgia State Asylum Library.	1887	O.	T.	B.	F.	A. & R....	4,584
Newnan*	College Temple.....	1853					Col.....	15,000
Norcross*	Georgia School of Language, Science, and Art.						Sch.....	5,000
Oxford.....	Emory College Library.....	1836	O.	C.	B.	S.	Col.....	8,000
Oxford*	Few Library.....	1838				S.	Col. soc....	3,790
Oxford.....	Phi Gamma Society Library	1837	O.		B.	S.	Col. soc....	1,670
Rome.....	Shorter Female College.....	1857					Col.....	2,000
Savannah.....	Georgia Historical Society..	1839	O.	C.	B.	S.	Hist.....	19,274

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
	76		6,724			\$496				Miss Mary C. Grawberry, librarian. T. J. Simmons, principal.
5,000	5,000	1,000	1,682							Miss Sarah Frierson, librarian. Edward Geddings, dean.
	119							\$50		Wm. E. Holmes, librarian.
500	20	15		400				40		W. H. Crogman.
	1,018		16,851					918		Miss Harriet E. Giles. Anne Wallace, librarian.
1,500										Mrs. J. W. Harris, sr.
500										
	75		8,000	250	\$1,200			125		Anna T. Hull, librarian.
200	40			500				30		Robt. E. A. Hamley.
600	1,200	200		2,200				700	\$4,000	Chas. C. Cox, president.
	20		1,500			10		10	800	Luella M. Tollansbree, music teacher. Victoria H. Crusselle.
500	150	100							26,000	
200	75	25	3,000					100		Y. E. Barger.
						1,820			16,000	T. S. Sanford, librarian.
500	75	25					\$100	150		W. C. Bass, president.
100	141		2,400			155		55		Miss A. S. Burnap.
5,222	451	1,509	2,488							Robt. A. Trippe, librarian.
1,600	800	650				400		350	50,000	W. A. Candler.
221		69	3,500		290			25	5,000	Ralph Bardwell, treasurer.
1,849	422	290	13,043			3,774		630	50,000	William Harden, libr.

Public libraries in the United States

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1	2	3	4	5	6	7	8	9
<i>Georgia—Cont'd.</i>								
Savannah*	Georgia Military Academy						Sch.	2,000
Savannah*	Savannah Medical College	1853				F.	Med.	3,500
Thomasville*	Library Association	1876				F.	Gen.	3,000
West Point	Young Men's Library Association.	1872	R.	C.	R.	S.	Soc.	1,250
<i>Idaho.</i>								
Boise City*	State Law Library	1863				F.	Law	5,000
Lewiston*	Lewis Collegiate Institute						Sch.	1,000
Moscow*	Public Library	1883				S.	Gen.	1,000
<i>Illinois.</i>								
Abingdon	Hedding College	1855		C.	R.	F.	Col.	2,000
Addison	Evangelical Lutheran Teachers' Society.	1864	O.	C.		F.	Sch.	1,400
Albion	Southern Collegiate Institute Library.	1889	O.	C.	B.	F.	Sch.	1,000
Alton	Flayner Memorial Library	1866	O.	C.	C.	S.	Gen.	8,500
Alton*	Public Library	1852				S.	Gen.	6,000
Anna	Illinois Southern Hospital for the Insane.	1873		T.	R.	F.	A. & R.	1,210
Atlanta	Atlanta Library	1858	R.	T.	B.	F.	Gen.	1,400
Aurora	Jennings Seminary Library	1857		C.	R.	S.	Sch.	1,000
Aurora	Public Library	1882	O.	T.	B.	F.	Gen.	11,556
Barry	Public Library	1876	R.	T.		F.	Sch.	2,145
Batavia	Public Library	1882	R.	T.	B.	F.	Sch.	4,018
Belleville	Public Library	1883		T.	B.	F.	Gen.	11,612
Belvidere	Ida Public Library	1885		T.	B.	F.	Gen.	7,551
Bement	Bement Library Association.	1863	R.	C.	B.	S.	Gen.	1,600
Bloomington	Bloomington Library Association.	1856	O.	C.	B.	S.	Gen.	12,892
Bloomington	Illinois Wesleyan University.	1850		C.	R.	F.	Col.	4,000
Bourbonnais Grove.	St. Viator's College Library.	1869		C.	B.	F.	Col.	2,500
Braidwood	Public Library	1876		T.	B.	F.	Gen.	1,800
Bunker Hill	Bunker Hill Academy			C.		S.	Sch.	2,000
Bunker Hill	Library Association	1866	R.	C.	B.	S.	Gen.	2,150
Cairo	Public Library	1877		T.	B.	F.	Gen.	5,489
Cambridge	Public Library	1876	R.	T.	C.	F.	Gen.	4,628
Canton*	Canton Library	1872				S.	Gen.	2,000
Carbondale	Library Association	1877				S.	Gen.	1,000
Carbondale	Southern Illinois (State) Normal University.	1874		T.	B.	F.	Col.	10,093
Carlinville	Blackburn University Library.	1857		C.	R.	S.	Col.	2,267
Carlinville	Carlinville Library Association.	1876		C.	C.	S.	Gen.	2,800
Carrollton*	Carrollton Library Association.	1876				S.	Gen.	1,800
Carthage	Carthage College	1871		C.	B.	F.	Col.	5,500
Centralia	Public Library and Reading Room.	1872				F.	Gen.	2,000
Champaign	Public Library	1876		T.	B.	F.	Gen.	4,059
Champaign	State Laboratory of Natural History.	1877		T.	R.	F.	Sci.	1,850
Champaign	University of Illinois	1867		T.	R.	F.	Col.	20,463
Chester*	Southern Illinois Penitentiary.	1878				F.	A. & R.	2,500

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10	11	12	13	14	15	16	17	18	19	20
130										D. A. Jones, secretary,
500	25	25								Rev. J. G. Evans, D. D., LL. D., president.
1,000	100	60						\$50		E. A. W. Krauss.
			1,000	1,000					\$10,000	J. E. Biggs, librarian.
300	373	30	13,080	2,080			\$3,800		16,000	Miss Florence Dolbee.
	432			5,616				451		Mary E. Bell, librarian.
200	90	40	3,120		\$100			90		Masket Lee, librarian.
400										Rev. C. C. Lovejoy, A. M., president.
	795		65,883	6,000	3,200	\$225		1,008	12,000	James Shaw, librarian.
1,049	75	50			200			83		Margarite Neubauer.
	191		13,814		720	40		126		Margaret R. Twining, li- brarian.
3,990	655	648	19,337		2,500	102		725	53,600	F. J. Staufenbiel, libra- rian.
1,101	462	68	21,322		700			468		
			2,500		40					Mrs. J. A. Force, libra- rian.
	1,321	35	11,479	10,000		1,965		141	20,800	Mrs. N. R. Galliner, libra- rian.
1,500	400	500								W. A. Heidel.
200	500	100	700	400		125		50		Rev. E. L. Rivard, C. S. V.
350		175	600							Miss Ada Dando.
648	27		1,640						20,000	Rev. S. L. Stiver, A. M.
518	231	15,559	1,000		2,000			539		L. L. Powell, librarian.
300	178	75		7,800	225	11		133		M. E. York, librarian.
2,414	671	6						1,000	1,200	Robert Allyn, principal and in charge.
180	157	5				100		100	12,000	Richard Edwards, presi- dent.
	45	84	900					62		Lolek W. Woods.
500	300	50				150	1,000	150		Holmes Dysinger, presi- dent.
	400		15,000	3,000		60		300		Nellie C. Kellogg, libra- rian.
9,533						500		350		H. C. Forbes, librarian.
5,000	837	500			1,900			1,000		J. D. Crawford, librarian.

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1	2	3	4	5	6	7	8	9
<i>Illinois—Cont'd.</i>								
Chicago	Academy of the Sacred Heart.	1859	O.	C.	B.	F.	Sch	4,050
Chicago*	Allen Academy	1874				F.	Sch	2,600
Chicago	Aurora Turnverein	1864	R.	C.	B.	S.	Soc	1,643
Chicago	Chicago Academy of Sciences.	1857	R.	C.	R.	F.	Sci	5,500
Chicago*	Chicago Athenæum	1871				S.	Gen	1,050
Chicago	Chicago College of Pharmacy.	1859	R.	C.	R.	F.	Sci	1,500
Chicago	Chicago Historical Society.	1856	O.	C.	R.	F.	Hist!	20,000
Chicago	Chicago Homœopathic Medical College.	1876		C.	R.	F.	Med	5,000
Chicago	Chicago Law Institute.	1857		C.	R.	F.	Law	24,618
Chicago*	Chicago Medical Press Association.	1875					Med	3,000
Chicago*	Chicago Public School Libraries (19).					F.	Sch	21,000
Chicago	Chicago Theological Seminary.	1856	O.	C.	B.	F.	Theol.	11,000
Chicago*	Chicago Turngemeinde	1856				F.	Soc	1,400
Chicago*	Dearborn Observatory	1866					Sci	1,100
Chicago	De La Salle Institute			C.		S.	Sch	1,200
Chicago*	Girl's Higher School						Sch	1,200
Chicago	Grant Collegiate Institute Library.			C.	C.	F.	Sch	1,000
Chicago*	Hammond Library of the Chicago Theological Seminary.	1855				F.	Theol.	10,950
Chicago	Hyde Park School Library			C.	R.	S.	Sch	1,500
Chicago*	Kirkland School						Sch	1,000
Chicago	Lake View High School Library.	1885		T.	B.	F.	Sch	1,036
Chicago	McCormick Theological Seminary.		O.	C.	B.	F.	Theol.	12,369
Chicago	Medical Director's Office, Headquarters Department Missouri.		R.	T.			Med	1,000
Chicago	Newberry Library	1887	O.	C.	R.	F.	Gen	79,000
Chicago*	Presbyterian Theological Seminary of the Northwest.	1859				F.	Theol.	9,950
Chicago	Public Library	1872		T.	B.	F.	Gen	175,874
Chicago	St. Francis Xavier's Academy.			C.		S.	Sch	2,000
Chicago	St. Ignatius College Library	1869		C.	B.	S.	Col	15,963
Chicago	St. Patrick's Academy	1861					Sch	1,000
Chicago*	Seminary of the Sacred Heart.	1859					Sch	5,600
Chicago*	Union Catholic Library Association.	1868				S.	Gen	3,000
Chicago	University of Chicago	1890	O.	C.	B.	F.	Col	380,000
Chicago	Western Theological Seminary.	1885	O.	C.	B.	F.	Theol.	4,000
Chicago	Young Men's Christian Association, Madison Street Department.	1889	O.	C.	R.	F.	Y. M. C. A.	1,700
Chicago	Young People's Library Association of the Third Presbyterian Church.	1880			C.	S.	Gen	2,195
Cobden	Cobden Library Association.	1877	O.	C.	B.	S.	Gen	1,810
Cordova	Public Library		R.	T.	B.	F.	Gen	1,262
Danville*	Public Library	1883				F.	Gen	4,000
Danville*	Public School Library	1882				F.	Sch	1,200

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10	11	12	13	14	15	16	17	18	19	20
200	120	100						\$210		
123	45 350	30	1,453	190				40		F. Becker. W. K. Higley, secretary.
1,000	2	250						30		W. B. Day, actuary.
45,000	592	1,932				\$2,410	\$125,639	622	\$200,000	John Moses, secretary. J. R. Kipfax, secretary.
1,000	1,387			73,000				4,157		Julius Rosenthal, librarian.
.....	850	150					22,000	1,600	35,000	
.....	50									Brother Adjutor.
100	45	200	1,500					66		Miss Mary B. Herrick, librarian. E. S. Kirkland.
250	170	10	225					100		James H. Norton, principal.
1,823	180	30	627	250		1,000	2,743	1,450		A. C. Lewis.
200		200								B. J. D. Irwin, colonel and assistant surgeon-general U. S. Army.
24,000	15,515	2,626		16,802			3,000,000	35,221	600,000	Wm. F. Poole, librarian.
25,293	20,078	1,873	998,651	1,017,794	\$513,199		10,000	17,660		Fred. N. Hild, librarian. Sr. Mary Genevieve.
.....	724		9,000	47,000				2,000		L. M. Kenny, librarian. Brother Baldwin, director.
5,000	100	300				100		100	50,000	Zella Allen Dixson, librarian. Francis J. Hall, librarian.
.....	200					1,500		200		Daniel Doane.
357	74	67	1,003	20		145		44		Edgar A. Haight, librarian. Mary L. Peebles.
138	26	50	1,938	42	175			60		J. G. Marshall, clerk.

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1	2	3	4	5	6	7	8	9
<i>Illinois—Cont'd.</i>								
Decatur.....	Decatur High School.....	1865	O.	C.	R.	F.	Sch.....	1,000
Decatur.....	Free Public Library.....	1876	R.	T.	B.	F.	Gen.....	10,900
Delavan.....	High School.....			T.		F.	Sch.....	1,165
Dixon.....	Dixon Hose Company.....	1872		C.	B.	Both.	Gen.....	3,500
Dixon.....	Northern Illinois Normal School Library.	1881	O.	C.	B.	S.	Sch.....	3,000
Dundee.....	Public Library.....	1873	R.	T.	B.	F.	Gen.....	1,590
Edwardsville.....	Edwardsville Public Library.	1875	R.	C.	B.	S.	Gen.....	1,800
Elgin.....	Hospital Library.....	1875		T.		F.	A. & R....	1,500
Elgin.....	Public Library.....	1873	R.	T.	B.	F.	Gen.....	11,973
Elmhurst.....	Evangelical Proseminary Library.	1871		C.	B.	S.	Theol.....	1,575
El Paso.....	El Paso Ladies' Library Association.	1873		C.	B.	S.	Gen.....	1,850
Englewood.....	Cook County Normal School	1869		C.	B.	F.	Sch.....	8,038
Englewood.....	High School Library.....	1878		T.	B.	F.	Sch.....	1,700
Eureka.....	Eureka College Library.....	1855	O.	C.	B.	S.	Col.....	2,335
Evanston.....	Free Public Library.....	1873		T.	B.	F.	Gen.....	10,102
Evanston.....	Garrett Biblical Institute..	1857	O.	C.	B.	S.	Theol.....	6,000
Evanston.....	Northwestern University Library.	1855		C.	B.	F.	Col.....	24,116
Ewing.....	Ewing College.....			C.	B.	F.	Col.....	1,000
Ewing*.....	Society libraries (3).....						Col. Soc....	1,800
Feehanville*.....	St. Mary's Training School						Sch.....	2,000
Flora*.....	Library Association.....	1873				S.	Gen.....	2,000
Freeport.....	Public Library.....	1890		T.	B.	F.	Gen.....	4,960
Fulton.....	Northern Illinois College..	1873				F.	Col.....	1,000
Galena.....	High School.....			T.		F.	Sch.....	4,000
Galesburg.....	Knox College Library.....	1837		C.	B.	F.	Col.....	7,000
Galesburg*.....	Adelphi Society Library.....						Col. Soc....	1,200
Galesburg.....	Lombard University Library.	1852		C.	B.	F.	Col.....	6,000
Galesburg.....	Public Library.....	1874	R.	T.	B.	F.	Gen.....	14,386
Galesburg*.....	Public School Library.....	1867				F.	Sch.....	1,500
Geneseo*.....	High School.....					F.	Sch.....	1,000
Geneseo.....	Northwestern Normal Library.	1883	O.	C.	B.	S.	Sch.....	1,500
Geneseo.....	Public Library.....	1881	R.	T.	B.	F.	Gen.....	4,252
Gilman.....	Gilman Library Association	1870	O.	C.	B.	S.	Gen.....	2,000
Godfrey.....	Post Memorial Library.....	1890	O.	C.	B.	Both.	Gen.....	2,000
Greenville.....	Greenville College.....			C.		S.	Col.....	1,000
Greenville*.....	Ladies' Library Associat'n.	1856				S.	Social.....	1,600
Griggsville*.....	Circulating Library.....	1870				S.	Gen.....	1,400
Hamilton.....	High School.....			T.		F.	Sch.....	10,000
Hyde Park*.....	Hyde Park Lyceum.....	1883				S.	Soc.....	1,000
Jacksonville*.....	Free Reading Room and Library.	1874				S.	Gen.....	2,400
Jacksonville.....	Illinois Central Hospital for Insane.			T.	B.	F.	A. & R....	1,852
Jacksonville.....	Illinois College.....	1829			B.	F.	Col.....	12,540
Jacksonville.....	Phi Alpha Lit. Society.....	1845			B.	F.	Col. Soc....	1,800
Jacksonville*.....	Sigma Phi Society.....	1843				F.	Col. Soc....	1,800
Jacksonville*.....	Illinois Female College.....	1847		C.	R.	F.	Col.....	1,000
Jacksonville.....	Illinois Institution for the Education of the Deaf and Dumb.	1860	O.	T.	B.	F.	A. & R....	10,700
Jacksonville.....	Jacksonville Female Academy.			C.		F.	Sch.....	2,000

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
	680		63,079		\$3,000					L. B. Lee, principal. Mrs. Alice G. Evans, librarian. Geo. A. Franklin, superintendent. Henry S. Dey, librarian. J. B. Dille, principal.
200 500	42 100	25	2,800	2,700		\$76		\$50 150	\$10,000	H. J. Baumann, librarian. Sarah Coventry, librarian.
100	75	10	1,590 1,973	12	365 109			180 50		H. J. Brooks, M. D., superintendent. Miss C. C. Harvey, librarian. D. Avion, inspector.
	150					400		200		Mrs. S. T. Curtis, librarian. Mary M. Weaver, librarian.
553	824	98	73,956	3,120	3,135			888		H. A. Minassian, librarian. May Van Benschoten, librarian. Milton S. Terry, librarian. Lodilla Ambrose, assistant librarian. J. A. Leavett.
130	28		1,575					180		
	40		6,240		50	20		40		
							\$4,000			
250 1,500	75 321	250	1,253			100 304		100 304	60,000	
300	628	30	29,943	1,317	2,754	1,649		1,196		
	200							300		
15,000	837	300	2,000	3,000			112,000	1,500		
200										
400	1,800	75		2,100	2,170	100		3,200	4,000	Harriet Lane, librarian.
	200	250	500			250		250		J. A. Williams, principal. W. E. Simonds, of committee of library. H. S. Ensign, librarian. Prof. John Clarence Lee, librarian. Elizabeth Phillips, libr'n.
500										
226	444	32	34,046	6,702	2,500			630		
200	100	50	600					150	4,500	W. J. Cook, principal.
100	518 75	72			1,196 105			93	500	Mrs. F. E. Potter, librarian. A. G. Smith, president.
50										M. Blanche Griffin, principal.
	163		3,600		600			600		H. H. Cauvill, M. D., superintendent. H. W. Milligan. Utten E. Read.
600	300 40	30 5	200 200	1,000		50		50	6,000	
1,700	500	150	4,415	6,524	500			500		W. F. Short, president. John H. Woods, librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological school, college, society, medical, law, etc.	Number of bound volumes.
1.	2.	3.	4.	5.	6.	7.	8.	9.
<i>Illinois—Cont'd.</i>								
Jacksonville	Public Library	1890	R.	T.	B.	F.	Gen	4,772
Joliet	Joliet Business College	1866	R.	.....	R.	S.	Sch	12,000
Joliet	Joliet Public Library	1875	R.	T.	B.	F.	Gen	9,434
Joliet*	State Penitentiary	1872	.....	.....	.....	F.	A. & R	9,000
Kankakee	Ladies' Library Association	1872	.....	C.	B.	S.	Gen	2,400
Kewanee	Public Library	1875	R.	T.	B.	F.	Gen	6,000
Knoxville*	Public Library and Reading Room	1878	.....	.....	.....	F.	Gen	1,524
Knoxville	St. Mary's School	1868	.....	.....	C.	F.	Sch	1,300
Lake Forest	Lake Forest University	1859	.....	.....	B.	F.	Col	11,000
Lake View*	High School	1874	.....	.....	.....	F.	Sch	1,000
Lebanon	McKendree College	1834	O.	C.	B.	F.	Col	4,500
Lebanon	Philosophian Society	1837	.....	.....	B.	S.	Col. Soc.	1,100
Lebanon	Platonian Society	1849	.....	.....	B.	S.	Col. Soc.	1,800
Lincoln	Library Association	1874	R.	C. T.	B.	S.	Gen	3,100
Lincoln	Lincoln University	1868	O.	C.	B.	F.	Col	2,500
Litchfield	Free Public Library	1882	R.	T.	B.	Both.	Gen	2,500
Lombard*	Lombard Free Library	1882	.....	.....	.....	F.	Gen	1,075
Longwood	Our Lady of the Sacred Heart Library .....	.....	.....	C.	.....	S.	Sch	12,000
Macomb City	Free Public Library	1885	.....	.....	B.	F.	Gen	4,746
Maplewood*	School Libraries of Maplewood	1883	.....	.....	.....	F.	Sch	1,000
Maroa*	Maroa Library Association	1870	.....	.....	.....	S.	Gen	1,100
Maywood	Public Library	1877	R.	Sub.	B.	F.	Gen	2,000
Menard	Southern Illinois Penitentiary	1878	O.	T.	B.	F.	A. & R	4,016
Mendota	Mendota Library Association	1870	O.	C.	B.	S.	Gen	3,146
Moline*	Public Library	1873	.....	.....	.....	F.	Gen	6,241
Monmouth*	Monmouth College	1856	.....	.....	.....	S.	Col	15,000
Monmouth	Warren County Library and Reading Room	1869	O.	C.	B.	Both.	Gen	14,500
Morgan Park*	Baptist Union Theological Seminary	1867	.....	C.	.....	S.	Theol.	25,000
Morris*	Library Association	1873	.....	.....	.....	S.	Gen	1,600
Morrison	Morrison Literary and Scientific Association	1878	O.	C.	B.	S.	Gen	3,446
Mt. Carroll*	Mt. Carroll Seminary	1853	.....	.....	.....	S.	Sch	5,000
Mount Carroll	Public School Library	1870	.....	C.	B.	F.	Sch	1,038
Mount Morris	Cassel Library	1881	R.	C.	B.	S.	Gen	16,000
Mount Morris	Mount Morris College .....	.....	.....	C.	.....	S.	Col	25,000
Mount Vernon	Supreme Court Law Library	1840	.....	T.	R.	F.	Law	10,500
Naperville	Northwestern College	1866	.....	C.	B.	F.	Col	2,000
Newton	High School .....	.....	.....	T.	.....	F.	Sch	1,000
Normal	Illinois Soldiers' Orphans' Home	1869	.....	T.	.....	F.	A. & R	3,000
Normal	State Normal University	1857	.....	T.	B.	F.	Col	7,000
Oak Park	Library Association	1882	.....	.....	.....	F.	Gen	1,316
Oak Park	Scoville Institute	1888	O.	C.	B.	F.	Sch	5,750
Olney	Public Library	1886	R.	T.	B.	F.	Gen	2,522
Onarga*	Grand Prairie Seminary and Commercial College	1863	.....	C.	.....	S.	Sch	1,650
Onarga*	Public Library	1873	.....	.....	.....	F.	Gen	2,190
Ottawa	High School	1878	O.	T.	B.	F.	Sch	1,000
Ottawa	Illinois Law Library	1849		T.	R.	F.	Law	8,000
Ottawa	Odd Fellows' Library, Lodge No. 41	1865	R.	C.	B.	S.	I. O. O. F.	1,549

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10	11	12	13	14	15	16	17	18	19	20
770 1,500 356	573 1,000 571	392 150 40	9,978 47,627	3,600	\$1,691 2,000	\$50		\$73 1,000 619		C. W. Alexander, libr. H. Russell. Mrs. Adelia Mack, librarian.
300	200	50	2,000					150		Mrs. Alice R. Hamlin, secretary.
150	353	75	15,456	1,200	1,500			212		R. P. Parrish, president.
25	120	10	30	2,500				65		Rev. C. W. Leffingwell, rector. H. M. S. Wuley.
						500				
3,000	50					15				A. G. Jepson, librarian. F. E. Hobbs. W. R. Dorris.
70	42 243	60			250			99		Alma E. Braucher, librarian.
1,500	50 36	65	100 5,132		540	176		54		A. E. Turner, president. W. D. Wallace, librarian.
										M. Pacifica.
	557		20,000		800			458		Mahala Phelps, librarian.
60	130	100	2,200	700 26,000	350	300		150		W. L. Morgan. Thos. M. Griffith, chaplain.
	85		3,160			144	\$3,000	\$3,000		J. D. Moody, secretary.
6,000	700	480	17,000	21,000		4,100	37,000	1,200	15,000	Thos. H. Rogers, secretary.
23	151	7	3,224	26		350	6,700	200	2,500	H. A. Strawder, librarian.
20	4 500	2	283		132					S. A. Maxwell, librarian. G. V. Goshorn. J. G. Royer.
1,000	198	100			1,000			1,100		Frank W. Havill, clerk and librarian.
300	100	50				1,000		50		H. F. Kletzing, librarian. J. F. Arnold, principal.
	400	158				200				H. C. De Motte, PH. D., superintendent.
1,500	696		13,244					500		Miss Ange V. Milner, librarian.
	370		26,031			2,758	25,000	375	115,000	Miss Martha E. Brehre, assistant librarian.
	321		11,578		800	29		287		Mrs. Hattie Kitchell, librarian.
100 500 250	25 350 60	50 40	230					90 1,500		J. O. Leslie. A. H. Taylor, librarian. J. O. Harris.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Illinois—Cont'd.</i>								
Ottawa	Reddicks Public Library...	1888	O.	End.	B.	F.	Gen	7, 282
Ottawa*	Young Ladies' Temperance Union Library Association.	1881				F.	Gen	2, 000
Paris*	Y. M. C. A. Library.....					F.	Y. M. C. A.	1, 300
Pekin.....	Pekin Public Library Association.	1867		C.	B.	S.	Gen	2, 500
Peoria	High School Library.....	1870		T.		S.	Sch	1, 225
Peoria*	Peoria Law Library.....	1879		C.	B.	S.	Law	5, 000
Peoria	Public Library.....	1880	R.	T.	B.	F.	Gen	43, 000
Peru.....	High School			T.		F.	Sch	1, 000
Pittsfield*	Public Library.....	1878		T.		F.	Gen	1, 200
Polo	Buffalo Public Library.....	1871	O.	T.	B.	F.	Gen	2, 000
Pontiac*	State Reform School	1870				F.	A. & R.	1, 200
Port Chester.....	Port Chester Free Library and Reading Room.	1876	O.	C.	C.	F.	Gen	1, 800
Princeton.....	High School Library.....	1867		T.		F.	Sch	1, 000
Princeton.....	Matson Library.....	1879	O.	End.	B.	F.	Gen	1, 760
Pullman.....	Public Library.....	1883	R.	T.	B.	S.	Gen	7, 000
Quincy	Chaddock College Library				B.	F.	Col	1, 400
Quincy	Free Public Library and Reading Room.	1888	O.	T.	B.	F.	Gen	9, 160
Quincy	St. Francis Solanus Library.	1860		C.	B.	F.	Col	3, 296
Ravenswood.....	Ravenswood Historical Society.	1882	O.	C.	B.	F.	Hist	1, 226
River Forest*.....	River Forest Institute.....					F.	Sch	2, 500
Rockford	Public Library.....	1872	R.	T.	B.	F.	Gen	19, 549
Rockford	Rockford College Library..	1849			B.	F.	Col	4, 000
Rock Island	Augustana College and Theological Seminary.	1860		C.	B.	F.	Col	10, 000
Rock Island	Public Library.....	1872	R.	T.	B.	F.	Gen	10, 447
Rushville.....	Rushville Library Association.	1878	R.	C.	B.	F.	Gen	1, 500
South Chicago*...	Public School Library.....	1873		T.		F.	Sch	1, 000
Springfield	Bellie Stuart Library		R.	C.	B.	F.	Sch	1, 000
Springfield	High School Library.....			T.		F.	Sch	1, 500
Springfield	Illinois State Historical Society.	1889		T.	R.	F.	Hist	3, 045
Springfield	Illinois State Library.....	1818		T.	B.	F.	State	38, 000
Springfield	Illinois State Museum of Natural History.	1888		T.	B.	F.	Sci.	1, 150
Springfield	Public Library.....	1836	R.	T.	B.	F.	Gen	18, 861
Springfield*	Supreme Court, Central Grand Division.	1837		T.			Law	8, 000
Springfield*	Ursuline Academy of St. Joseph.			C.			Sch	1, 000
Springfield*	Y. M. C. A. Library.....	1873		C.		S.	Y. M. C. A.	1, 000
Sterling	Public Library.....	1878		T.	B.	F.	Gen	5, 870
Streator	Ladies' Library Association.	1876		C.	C.	S.	Gen	4, 348
Teutopolis.....	St. Joseph's Diocesan College.	1861		C.	B.	F.	Col	4, 000
Upper Alton.....	Shurtleff College Library..	1835		C.	B.	S.	Col	8, 645
Upper Alton.....	Alpia Zeta.....	1845			B.	S.	Col. soc	1, 147
Upper Alton.....	Sigma Phi	1859					Col. soc	1, 800
Upper Alton*.....	Theological Department.	1866					Theol.	1, 605

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10	11	12	13	14	15	16	17	18	19	20
200	185	25	25,011	600				\$600	\$50,000	Miss L. F. Macy, librarian.
1,000		25	7,800			\$300				
.....	500			25		1,000		700		Miss E. C. Dinwiddie, librarian.
2,500	3,105	313	80,294	4,987	\$12,500			2,900		E. S. Wilcox, librarian.
1,100	143	200	4,050	5,000	613	500	\$500	300		F. W. Smedle, principal.
.....	54	88	1,500	300		800		50	14,000	E. F. Barber, librarian.
.....	1,760	75	75			78		240	2,600	John McLyon.
500	500	250	20,000					500		Mrs. A. C. Trindale, librarian.
50	1,572		54,461	35,690	7,652	211		2,312	50,000	Mrs. Chas. B. Smith, librarian.
358	281									Abner Clarke, registrar.
125			2,454			67,383				James Gallaher, librarian.
.....	1,076	80	59,484	12,000	7,344			1,792		E. Gey, librarian.
3,000	500							1,115		Chas E. Sinclair.
.....	78									
2,500	585	50	24,380	4,600	3,700			638		Wm. L. Rowland, librarian.
.....			1,820							
.....										Ellen Gall, librarian.
.....										
990	1,999	586	1					1,000		Mrs. A. M. Brooks, principal.
.....	1,200							1,500		William Helmle, principal.
2,000	250	200						75		Miss Josephine P. Cleveland, librarian.
675	1,659	34	67,564	15,000	2,785			805		Miss Grace H. Pearson, assistant librarian.
.....										Joshua Sindahly, State Geologist.
.....										Jas. P. Bryce, librarian.
.....	534		20,343	16,574	1,300			594	35,000	J. E. McPherran, president of board.
.....	336		7,885			700		329		Mrs. M. L. Wright, librarian.
200	50	10						60		Rev. Nicholas Lunard.
.....	550		1,122							Georgia T. First, librarian.
350	25	50	595			25				Rev. Ed. B. Vace.
380		30				20				Frank H. First.

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1	2	3	4	5	6	7	8	9
<i>Illinois—Cont'd.</i>								
Urbana.....	Free Library.....	1872	R.	T.	B.	F.	Gen.....	4,540
Virginia*.....	Central Illinois Science Society.	1872				F.	Sci.....	1,297
Warsaw*.....	Free Public Library.....	1872		T.		F.	Gen.....	1,865
Waukegan.....	High School.....			T.		F.	Sch.....	1,200
Westfield.....	Westfield College Library..	1865		C.	B.	F.	Col.....	1,297
Wheaton.....	Wheaton College Library..	1858	O.	C.	B.	F.	Col.....	3,000
Wilmington.....	High School.....			T.		F.	Sch.....	1,000
Winnettsa.....	Public Library.....	1883	R.	T.	C.	F.	Gen.....	1,459
Woodstock.....	Public Library.....	1891		T.	B.	Both.	Gen.....	1,368
Woodstock.....	Todd Seminary for Boys...			C.		S.	Sch.....	1,000
Yates City.....	School and Public Library..	1878		F. F.	B.	Both.	Sch.....	1,700
<i>Indiana.</i>								
Anderson.....	Public Library.....	1891	R.	T.	B.	F.	Gen.....	1,200
Aurora.....	Public Library.....	1882		C.	B.	S.	Gen.....	3,500
Bedford*.....	Lawrence County Library..	1833				F.	Gen.....	1,200
Bloomington.....	Indiana University Library	1820		T.	B.	S.	Col.....	14,684
Bloomington.....	Monroe County Library....	1825		T.	B.	S.	Gen.....	2,000
Bluffton.....	Wells County Library.....	1838		T.	B.	F.	Gen.....	1,094
Brazil*.....	Public Library Association.	1879				F.	Gen.....	1,310
Brookville*.....	Brookville Township Library.	1852				F.	Gen.....	1,500
Brookville*.....	Society of Natural History.	1881				F.	Sci.....	2,000
Columbus City...	Public School.....			T.		F.	Sch.....	2,000
Connersville*.....	Township libraries.....	1865				F.	Gen.....	3,120
Covington.....	Indiana Normal College....	1886		T.			Col.....	1,200
Crawfordsville.....	Wabash College Library....	1833	O.	C.	B.	S.	Col.....	30,000
Crawfordsville*..	Calliopean Literary Society.	1855				S.	Col. soc...	2,000
Crawfordsville*...	Wabash Lyceum Literary Society.	1855				S.	Col. soc...	2,000
Danville.....	Central Normal College Library.	1876	O.	C.	R.	F.	Sch.....	2,500
Elkart*.....	Public School Library.....	1884				Both.	Sch.....	2,500
Evansville.....	Vanderburg County Library.			T.	C.	F.	Gen.....	2,400
Evansville.....	Willard Library.....	1885	O.	End.	B.	F.	Gen.....	18,000
Fort Wayne*.....	Catholic Library Association.	1871		C.			Gen.....	4,700
Fort Wayne.....	Concordia College Library..	1839		C.	R.	F.	Col.....	6,000
Fort Wayne.....	Public School Library.....	1866			B.	Both.	Sch.....	6,196
Fort Wayne.....	Railroad Department of Y. M. C. A.	1884	O.	C.	B.	S.	Y. M. C. A.	1,343
Fort Wayne.....	Taylor University Library..	1847	O.	C.	R.	F.	Col.....	1,200
Fort Wayne.....	Westminster Seminary.....	1883	R.	C.	R.		Sch.....	2,000
Frankfort.....	High School Library.....	1879		T.	B.	F.	Sch.....	1,817
Frankfort.....	Public Library.....	1877	R.	T.	B.	F.	Gen.....	1,500
Franklin.....	Franklin College Library..	1876		C.	B.	F.	Col.....	7,000
Franklin.....	High School.....			T.		F.	Sch.....	1,813
Goshen.....	Public School Library.....	1885		T.	B.	F.	Sch.....	1,950
Gosport.....	High School Library.....	1870			R.	S.	Sch.....	1,000
Greencastle.....	De Pauw University Library.	1838		C.	R.	S.	Col.....	12,685
Greencastle.....	School of Theology Library.	1885	O.	C.	R.	S.	Theol.....	2,400
Hanover.....	Hanover College.....	1828	O.	C.	B.	S.	Col.....	12,000
Hanover*.....	McLean Faculty Library						Special...	1,000
Hanover.....	Philalethean Society Library.				C.	S.	Col. Soc...	1,342
Hanover.....	Union Literary Society Library.				B.	S.	Col. Soc...	1,000

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10	11	12	13	14	15	16	17	18	19	20
	493		12, 270		\$883			\$200		Ida B. Hanes.
261	305	48	1, 890	20					\$30, 000	C. S. Sawyer, principal. P. A. Timmons.
500	100	150	1, 200	2, 500						
	106		3, 551		250			105		G. E. Perry, principal. Grace E. Sloate, librarian. Agnes E. Quinlan, secretary.
500	225		1, 200	1, 894	300	\$95		150		Rev. R. K. Todd. J. D. C. Hoit, secretary board of education.
100	92		2, 523			174		72		
200	600	20			1, 000			700		M. Kilbourne, librarian. Jno. A. Conwell, treasurer.
	94	52	3, 120			182		77		
5, 000	1, 865	2, 000	7, 825	93, 900				5, 000		Wm. W. Spangler, librarian. Eva A. Slocomb, librarian. Wm. H. Eichhorn, county superintendent.
150	10	50	1, 890 212	110 75			\$1, 300	12		
										P. H. Kirsch, principal.
	712						26, 000	40, 000		E. B. Thomson, librarian.
1, 000	200	100						500		J. A. Joseph.
	5, 000		18, 468					4, 000		C. H. Butterfield, secretary.
2, 000	50	10				100	100	100		Prof. A. Crule. Mary Irwin, librarian.
75	408		21, 856	2, 362				457		J. W. Burns, general secretary.
	200	10	2, 416					143	12, 000	T. C. Reade, president. Mrs. D. B. Wells. John A. Wood, principal. Kate Gordon.
500	200	100				150		150		R. I. Thompson, librarian.
250								200		J. A. Wood, principal.
300	113	75	800		500			60		W. H. Sims, superintendent of city schools.
	350							350		Iva B. Baldwin.
500	200		1, 950	23, 180		120		120		Edwin Post, librarian.
	200		4, 850						300	15, 000
	6							15		
	839			26, 000		1, 520	2, 200	500		
300	100	40						175	20, 000	John Poucher, librarian.
3, 000	500	100	2, 800	150				500		D. W. Fisher, president.
125	42	6	634			50		45		Everett A. Cutler, librarian. Leila Garritt, librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Indiana—Cont'd.</i>								
Hartsville	Hartsville College Library.	1872	.....	C.	B.	F.	Col	1, 250
Huntington	Public School Library	1889	.....	T.	B.	F.	Sch	5, 000
Indianapolis	Bar Association	1878	.....	T.	B.	F.	Law	1, 905
Indianapolis	Bobbs Free Medical Library.	1869	.....	C.	B.	F.	Med	4, 000
Indianapolis*	Center Township Library .....	.....	.....	.....	.....	F.	Gen	3, 600
Indianapolis	Central Indiana Hospital for the Insane.	1848	.....	.....	B.	F.	A. & R	1, 020
Indianapolis	College of Physicians and Surgeons, Haymond Clark Library.	1879	.....	C.	R.	F.	Med	1, 500
Indianapolis	Indiana Historical Society.	1832	.....	T.	R.	F.	Hist	1, 000
Indianapolis	Indiana Institution for the Blind.	1847	O.	T.	R.	F.	A. & R	1, 000
Indianapolis*	Institution for the Education of the Deaf and Dumb.	1853	.....	C.	.....	.....	Sch	3, 800
Indianapolis	Indiana State Board of Agriculture.	1853	.....	T.	R.	F.	Sci	5, 000
Indianapolis	Indiana State Law Library.	1867	.....	T.	R.	F.	Law	17, 000
Indianapolis	Indiana State Library	1825	.....	T.	R.	F.	State	20, 832
Indianapolis	Indiana State Medical Society Library.	1849	R.	Sub.	R.	F.	Med	1, 200
Indianapolis	Marion County Library	1844	.....	T., Sub.	B.	S.	Gen	5, 000
Indianapolis	Public Library	1873	O.	T.	B.	F.	Gen	50, 015
Indianapolis	William Hacker Library, Scottish Rite Masons.	1884	O.	C.	R.	S.	Soc	3, 000
Irvington	Butler University	1855	.....	C.	B.	F.	Col	3, 075
Irvington*	Society Libraries (5) .....	.....	.....	.....	.....	.....	Col. Soc.	2, 000
Jeffersonville	Indiana State Prison (South)	1858	.....	F.	B.	F.	A. & R.	2, 175
Jeffersonville*	Township Library	1855	.....	.....	.....	F.	Gen	1, 200
Ladoga *	Central Indiana Normal School.	1876	.....	.....	.....	F.	Sch	2, 000
Lafayette	Public Library	1888	.....	T.	B.	F.	Gen	11, 220
Lafayette	Purdue University	1875	.....	C.	B.	F.	Col	4, 864
La Porte	Odd Fellows' Library Association.	1873	O.	C.	B.	S.	I. O. O. F. ..	1, 325
La Porte	High School .....	.....	.....	T.	.....	F.	Sch	3, 500
Madison	Madison Library Association.	1854	R.	C.	B.	F.	Gen	3, 878
Marion	High School .....	.....	.....	T.	.....	F.	Sch	2, 500
Merom	Union Christian College Library.	1862	.....	C.	C.	F.	Col	1, 300
Michigan City	Indiana State Prison (North)	1885	.....	F.	B.	F.	A. & R.	2, 900
Mishawaka	Public School Library	1883	.....	.....	B.	F.	Sch	1, 050
Mitchell*	Southern Indiana Normal College.	1880	.....	.....	.....	F.	Sch	1, 000
Moore's Hill	Moore's Hill College Library.	.....	.....	C.	B.	F.	Col	1, 000
Mount Vernon*	County and Mechanics' Library.	1850	.....	.....	.....	F.	Gen	1, 200
Muncie*	Public Library	1874	.....	T.	B.	F.	Gen	7, 748
New Albany*	De Pauw College for Young Women.	1846	.....	C.	.....	S.	Col	1, 200
New Albany	Public Library	1885	R.	T.	B.	F.	Gen	6, 752
New Albany	Township Library	1851			B.	F.	Gen	1, 010

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1	2	3	4	5	6	7	8	9
<i>Indiana—Cont'd.</i>								
New Harmony.....	High School.....			T.		F.	Sch.....	8,000
New Harmony.....	Working Men's Institute ..	1838	O.	C.	B.	Both.	Gen.....	8,900
Notre Dame*.....	St. Mary's Academy, St. Mary's Library.			C.		F.	Sch.....	5,200
Notre Dame.....	University of Notre Dame Lemonnier Library.	1872		C.	B.	S.	Col.....	45,000
Oldenburg.....	Library of the Sisters of St. Francis.			C.			Sch.....	1,800
Plymouth.....	High School.....			T.		F.	Sch.....	3,000
Princeton.....	Princeton Library Association.	1879	O.	C.	B.	F.	Gen.....	3,181
Renssler.....	High School.....			T.		F.	Sch.....	1,000
Richmond*.....	Earlham College.....	1847		C.			Col.....	4,000
Richmond.....	Ionian Society Library..	1857			B.	S.	Col. Soc...	1,438
Richmond*.....	Phoenix Society Library.	1856				S.	Col. Soc...	1,000
Richmond.....	Morrison Library.....	1864		T.	B.	F.	Gen.....	17,000
Richmond.....	Wayne County Law Library Association.	1874		C.	R.	S.	Law.....	3,500
Rockport.....	Ohio Township Library....	1855	R.	T.	B.	F.	Gen.....	1,000
St. Mary's.....	St. Mary's Academic Institute.			C.		S.	Sch.....	18,000
St. Meinrad*.....	St. Meinrad's College.....	1860		C.		F.	Col.....	1,008
St. Meinrad.....	St. Meinrad's Abbey Library.	1854					Theol.....	15,000
South Bend.....	High School.....			T.		F.	Sch.....	1,300
South Bend*.....	Y. M. C. A. Library.....			C.			Y. M. C. A.	1,000
Spiceland.....	Spiceland Academy Library.	1869	O.	C.	B.	S.	Sch.....	1,200
Terre Haute.....	Indiana State Normal School Library.	1870		T.	B.	S.	Sch.....	8,000
Terre Haute.....	Public Library.....	1882	R.	T.	B.	F.	Gen.....	8,875
Terre Haute.....	Rose Polytechnic Institute.	1883		C.	B.	F.	Sci.....	6,628
Valparaiso.....	Northern Indiana Commercial College.	1878		C.			Sch.....	6,000
Valparaiso.....	Northern Indiana Normal School Library.	1881		C.	B.	F.	Sch.....	6,000
Vevay.....	Workingmen's Library.....	1850				F.	Gen.....	1,800
Vincennes*.....	Cathedral Library.....						Gen.....	1,500
Vincennes.....	Vincennes University Library.	1806		C.	B.	Both.	Col.....	5,200
Warsaw.....	Public Library.....	1884		T.	B.	F.	Gen.....	2,540
Winchester.....	Randolph County Law Library Association.	1883		C.		S.	Law.....	2,303
<i>Indian Territory.</i>								
Fort Sill*.....	Post Library.....	1868				F.	Gar.....	1,166
Tahlequah.....	Male Seminary Library....	1854	O.	End.	B.	F.	Sch.....	1,400
Tahlequan.....	National Library.....	1872	O.	T.	R.	F.	Gen.....	1,200
<i>Iowa.</i>								
Albia*.....	Albia Lyceum.....	1870				F.	Gen.....	1,500
Ames.....	Iowa Agricultural College Library.	1869	O.	T.	R.	F.	Col.....	8,260
Anamosa.....	Penitentiary Library.....	1873		F.		F.	A. and R..	3,300
Boone.....	Free Library.....	1889	O.	T.	B.	F.	Gen.....	1,926
Burlington.....	Burlington Institute.....	1857	O.	C.	R.	F.	Sch.....	2,000
Burlington.....	Free Public Library.....	1885		T.	B.	F.	Gen.....	13,000
Cedar Falls.....	Free Public or City Library	1878	R.	T.	B.	F.	Gen.....	3,300
Cedar Falls.....	Iowa State Normal School .	1876		T.	B.	F.	Sch.....	4,431

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
3,000	150	500	10,580	7,525		\$390	\$2,000	\$209	\$5,000	Mrs. Elma Wood, principal. Arthur Dransfield.
			16,000	25,000				2,500		J. F. Edwards.
	393		8,701		\$600	400	400	550	7,000	R. A. Chase, principal. Annie M. Wright, librarian. Samuel E. Sperling, principal.
400						43		45		Alva Mills.
	700		60,000					1,000	17,000	Sarah A. Wrigley, librarian.
	200							100		C. C. Binkley, treasurer.
500	25	200	300	500						E. C. Stuteville.
	4,000									Rev. Bede Maler, O. S. B. librarian. E. F. Lohr, principal.
800										Mrs. Mattie E. S. Charles, secretary.
200	1,500	100	20,000	60,000		18				Arthur Cunningham, librarian.
125	970	15	25,740	2,160	3,036	122		778		Lucy C. Wonner, librarian.
1,053	615	150						700		W. H. Hirschner, B. S., librarian.
2,000										O. P. Kinsey, librarian.
500										James Boyd.
125										E. A. Bryan, president.
500	60	100	4,840	400	400			200		Mrs. E. Morvier.
200		25	1,600				10,000	2,000	100,000	Geo. M. Hughes, librarian.
200									18,000	W. H. Mayes, assistant executive commissioner.
300	1,000	100				2,216	1,000	900	35,000	Fanny Thomas, librarian.
	800							900		W. C. Gilbreath, clerk.
195	277		6,366		400			245		W. W. Nixon, librarian.
1,000	50	100								M. E. Broddus, president.
	872				4,500			1,460		C. M. Smith, librarian.
218	60	30	6,170		550	30		175		George Flachenecker, librarian.
	1,225		4,640		2,000			2,000		H. H. Seerly, president.

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1	2	3	4	5	6	7	8	9
<i>Iowa—Continued.</i>								
Cedar Rapids*.....	Cedar Rapids Library.....	1879	O.			S.	Gen	2,500
Cedar Rapids.....	Coe College Library.....	1881	.....	C.	B.	F.	Col	1,500
Cedar Rapids.....	Iowa Masonic Library	1844	O.	C.	B.	F.	Mas	10,000
Cedar Rapids.....	Y. M. C. A. Library.....	1876	O.	C.	B.	S.	Y. M. C. A	2,000
Clinton	Public School Library.....	1883	O.	T.	B.	S.	Sch.....	3,000
College Springs...	Amity College Library.....	1871	.....	C.	B.	F.	Col	2,004
Council Bluffs....	Free Public Library	1882	R.	T.	B.	F.	Gen	10,068
Council Bluffs....	Iowa School for the Deaf...	.....	O.	T.	B.	F.	Sch.....	3,000
Davenport.....	Davenport Academy of Natural Science.	1867	O.	C.	R.	F.	Sci .....	.....
Davenport.....	Davenport Library Association.	1866	O.	C.	B.	S.	Gen	15,000
Davenport.....	Grant Law Library Association.	1832	.....	.....	R.	.....	Law	6,000
Davenport.....	Griswold College Library ..	1859	.....	C.	B.	F.	Col	8,500
Davenport.....	Immaculate Conception Academy Library.	1859	.....	C.	.....	S.	Sch.....	2,461
Davenport.....	Iowa Orphan Home Library.	1870	.....	T.	B.	F.	A. & R...	1,200
Davenport.....	Kemper Hall .....	.....	.....	C.	.....	S.	Sch.....	10,000
Davenport.....	St. Ambrose College.....	.....	.....	C.	.....	S.	Col	3,350
Decorah	Norwegian Luther College Library.	1861	.....	C.	B.	S.	Col	6,407
Denison	High School.....	.....	.....	T.	.....	F.	Sch.....	1,050
Des Moines.....	Des Moines College .....	.....	.....	C.	.....	S.	Col	4,000
Des Moines.....	Drake University.....	1881	.....	C.	B.	F.	Col	3,500
Des Moines.....	Iowa State Library	1838	.....	T.	R.	F.	State	44,500
Des Moines.....	Public Library.....	1883	R.	T.	B.	F.	Gen	8,207
Dexter*	Dexter Normal School.....	1885	.....	C.	.....	S.	Sch.....	1,000
Dubuque	German Presbyterian Theological School of the Northwest.	1871	.....	C.	B.	S.	Theol.....	2,052
Dubuque*	Iowa Institute of Science and Art.	1869	.....	C.	.....	S.	Sci	2,000
Duquque*	St. Joseph's College .....	.....	.....	.....	.....	F.	Col	2,000
Dubuque	Young Men's Library.....	1866	R.	Sub.	B.	S.	Gen	14,271
Eldora.....	Iowa Industrial School	1880	O.	T.	.....	F.	Sch	1,575
Eldora.....	Public Library.....	1878	.....	T.	C.	S.	Gen	1,283
Epworth.....	Epworth Seminary.....	.....	.....	C.	.....	S.	Sch.....	1,600
Fairfield.....	Jefferson County Library..	1853	O.	C.	B.	S.	Gen	12,020
Fairfield.....	Parsons College Library ..	1875	.....	C.	B.	F.	Col	2,500
Fayette.....	Upper Iowa University.....	1857	.....	C.	B.	F.	Col	5,000
Fort Dodge.....	Free Public Library	1874	R.	T.	B.	F.	Gen	4,629
Fort Madison.....	Fort Madison Circulating Library.	1883	R.	C.	B.	S.	Gen	1,250
Fort Madison.....	Iowa State Penitentiary Library.	1856	O.	F.	C.	F.	A. & R....	7,000
Grinnell	Iowa College.....	1848	O.	C.	B.	F.	Col	17,172
Hopkinton.....	Lenox College Library.....	1856	.....	C.	B.	S.	Col	4,000
Independence.....	Free Public Library	1873	R.	T.	B.	F.	Gen	3,159
Indianola.....	Public Library.....	1884	R.	T.	B.	S.	Gen	2,191

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10	11	12	13	14	15	16	17	18	19	20
3,000										Mrs. S. W. Stookey, principal and librarian.
4,000	300	400				\$750		\$275		T. S. Parvin, librarian.
	100		2,000							Louis E. Melick, office secretary.
	734		2,894		\$1,000	98				O. P. Bostwick, superintendent.
500	50	45						30		T. J. Kennedy.
	1,180	71	36,244		5,672			1,245		Maria F. Davenport, librarian.
500	600	200				600		600		Henry W. Rothert, superintendent.
26,061	61	1,557								W. S. I. Barris, curator.
									\$10,000	O. C. Billen, librarian.
5,000	500	355	2,700	1,789				750		Wm. Stevens Perry, bishop of Iowa, president.
										Sister Mary Gonzaga.
500	300	100			500			300		J. R. Bowman.
										Wm. K. Berry, D. D.
	326		2,292			287	\$200	294		Rev. J. T. A. Flanagan.
										Christian Maeseth, librarian.
1,000										A. C. Warthin, principal.
2,000	500	50				700		700		Minnie Dennis, librarian.
	2,000	39,834					3,000	3,000		G. T. Carpenter, chancellor.
	969		59,186		4,939			1,468		Mrs. Mary H. Miller, librarian.
										Ella M. McLoney, librarian.
233										G. Moery, librarian.
										August Voges, librarian.
										Asa Norr, librarian.
	973		25,023					984		Miss C. Wilder, librarian.
348		40	1,240	30						B. J. Miles, superintendent.
3	183	5	1,705	11						Esther A. Hulbert, librarian.
										W. S. Lewis, B. S.
11,500	604	500	9,540	16,525		1,449	800		30,000	A. T. Wells, librarian.
1,000	150	250								W. A. Wirtz, librarian.
1,000	5,000	150	1,500	750			250	300		Rev. J. W. Bissell, D. D.
500	622	80	14,894		796			404		W. H. Johnston, librarian.
	120		1,740					40		Mrs. O. E. Newton.
			27,000							H. M. Morgan, librarian.
1,000	1,562	2,000	5,000			100		100		J. M. Chamberlin, librarian.
500	120	150				146		115		A. G. B. Wilson, librarian.
	50		8,277		1,029			82		Mrs. Elizabeth A. Sanford, librarian.
73	112		554		698	58		191		Miss Hannah Babb, librarian.

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1	2	3	4	5	6	7	8	9
<i>Iowa—Continued.</i>								
Indianola	Simpson College Library ..	1867		C.	B.	F.	Col	2,000
Iowa City	Iowa State University Library.	1860	.....	T.	B.	F.	Col	27,257
Iowa City	Law Library	1868	.....	.....	R.	F.	Law	5,700
Iowa City	State Historical Society of Iowa.	1857	R.	T.	R.	F.	Hist	15,000
Keokuk	Keokuk Bar Association Library.	1883	.....	C.	R.	S.	Law	7,000
Keokuk	Keokuk Library Association.	1863	O.	C.	B.	S.	Gen	10,000
Keosauqua*	Odd Fellows' Library	1848	.....	C.	.....	S.	I. O. O. F. ..	1,000
Knoxville	High School .....	.....	.....	F.	.....	F.	Sch	1,000
La Porte City	High School .....	.....	.....	T.	.....	F.	Sch	4,000
Le Claire*	Public Library	1876	.....	.....	.....	F.	Gen	1,200
Le Grand	Christian College .....	.....	.....	C.	.....	S.	Col	1,000
Le Mars	Public Library	1887	O.	T.	B.	F.	Gen	2,060
Lyons	German Association Library.	1859	.....	C.	.....	S.	Soc	1,000
Lyons	Lyons Young Men's Association.	1863	R.	Sub.	B.	S.	Soc	5,096
Manchester*	Manchester Reading Room.	1883	.....	.....	.....	F.	Gen	9,000
Maquoketa	Boardman Library Institute.	1885	R.	C.	B.	S.	Sch	2,165
Mason City	Free Library	1888	O.	T.	C.	S.	Gen	1,000
Mason City	Free Reading Room	1888	R.	C.	B.	F.	A. and R. ..	1,454
Mount Pleasant ..	Iowa Hospital for the Insane.	1861	.....	C.	B.	F.	A. and R. ..	2,930
Mount Pleasant ..	Iowa Wesleyan University Library.	1855	.....	C.	B.	F.	Col	4,000
Mount Pleasant* ..	Public Library	1876	.....	.....	.....	S.	Gen	4,030
Mount Vernon	Cornell College	1857	.....	C.	B.	F.	Col	10,188
Mount Vernon	Adelphian Society	1859	.....	.....	B.	S.	Col. Soc.	1,184
Onawa*	Franklin Library	1867	.....	.....	.....	F.	Gen	1,000
Orange City	Northwestern Classical Academy.	.....	.....	C.	.....	S.	Sch	3,000
Osage	Cedar Valley Seminary	1876	.....	C.	B.	F.	Sch	1,200
Osage*	Sage Library	1875	.....	.....	.....	F.	Gen	2,000
Oskaloosa	High School .....	.....	.....	T.	.....	F.	Sch	1,800
Oskaloosa	Oskaloosa Library (College).	1861	.....	C.	B.	F.	Col	4,100
Oskaloosa	Penn College	1873	.....	C.	B.	F.	Col	3,000
Oskaloosa*	Public Library (under auspices of Masonic fraternity).	1884	.....	.....	.....	S.	Gen	1,600
Ottumwa	High School Library	1876	.....	.....	B.	F.	Sch	1,000
Pella	Central University Library.	1853	.....	C.	C.	F.	Col	5,000
Salem*	Whittier College	1867	.....	C.	.....	.....	Col	1,000
Shenandoah*	Western Normal College and Shenandoah Commercial Institute.	.....	.....	C.	.....	.....	Col	3,000
Sioux City	City Library	1883	O.	.....	.....	F.	Gen	4,000
Sioux City*	Northwestern Business College.	.....	.....	C.	.....	.....	Sch	2,500
Tabor	Tabor College Library .....	.....	.....	C.	B.	Both.	Col	5,250
Toledo	Western College Library	1856	.....	C.	B.	F.	Col	2,100
Trenton	Henry County Institute of Science.	1870	O.	C.	C.	S.	Sci.	1,400
Vinton*	H. N. Palmer's Circulating Library.	1872				S.	Gen	3,000

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10	11	12	13	14	15	16	17	18	19	20
1,900								\$25		G. C. Carpenter, librarian.
5,331	2,024	253	9,368		\$3,500			500		Mrs. Ada North, librarian.
	600					\$1,350		1,350		Ewton McClain, chancellor of law department.
6,000	460	210					\$1,000	37		M. W. Davis, secretary.
	20									C. J. Engelhart, librarian.
	429	204	10,175			2,945		236		Mrs. Sarah Welch, librarian.
										M. B. Maltbie, librarian.
										Miss Emma Henderson, principal.
										J. F. Knight.
										Jas. Gamble, librarian.
										Rev. D. M. Helfinstine, president.
	500							600	\$6,000	Miss E. Hillebrand.
	100								5,000	
	75	144	8,840	5,200		350		200		V. Lund, jr., secretary.
	127		3,726	2,177			5,000	150		Miss Ida M. Simpson, librarian.
50	56	25	2,207			683		40	2,000	Miss Mary D. Hurlburt, librarian.
59	52	15	2,195			500		36		Miss Mary A. Hurlburt, librarian.
										H. A. Gilman, superintendent.
1,000	1,000	7								C. L. Stafford, D. D., president.
5,000	662	100	5,000			460	3,000	400	8,000	Wm. F. King, president.
	4							20		Seward S. Shirer, president.
										Rev. Jas. F. Zwenner, A.M.
	100	100				150	600	150		Alonzo Abernethy.
	307						600			G. H. Stempel, principal.
	25									M. E. Wood, secretary of board.
										Prof. Rosa E. Lewis, librarian.
	50							50		A. W. Stuart, superintendent of public schools.
1,500	30									John Stuart, B. D., P. H. D.
	299		12,775			1,666				Mrs. S. R. Russell, libr'n.
2,000	50		500					50		Miss Belle E. Smith, librarian.
	300		568	870				400		E. F. Warren, librarian.
	25							25	3,000	Mrs. Carrie Morrison, librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Iowa—Continued.</i>								
Vinton	Iowa College for the Blind..	1858		C.		F.	Sch	1,500
Vinton	Tilford Collegiate Academy			C.			Sch	1,000
Waterloo	Library Association	1865		C.		S.	A. & R.	1,600
Waverly	Public Library	1881	R.	T.	B.	F.	Gen	1,225
Waverly	Wartburg College			C.		S.	Col	1,750
Wilton*	Norton Normal and Scientific Academy.	1881		C.		S.	Sch	1,200
Winterset	Winterset Public Library ..	1891		T.	B.	Both.	Gen	1,300
<i>Kansas.</i>								
Argentine	Argentine Public Library and Reading Room.	1891	R.	C.	B.	Both.	Gen	1,124
Atchison	Atchison Public Library ...	1879	O.	C.	B.	S.	Gen	4,198
Atchison	Firth I. O. O. F. Library	1875		C.	B.		I. O. O. F. ..	3,000
Atchison	Midland College			C.		S.	Col	2,500
Atchison	St. Benedict's College Library.	1859		C.	B.	F.	Col	7,500
Atchison	St. Thomas Aquinas Library.	1880			B.	S.	Theol	1,829
Baldwin	Baker University	1872		C.	B.	F.	Col	4,300
Blue Rapids	Ladies' Library Association.	1874	O.	C.	B.	S.	Gen	2,205
Burlingame	Public School			T.	B.	F.	Sch	1,100
Burlington	Free Public Library	1884	R.	T.	B.	F.	Gen	1,348
Cawker City	Woman's Hesperian Library Club.	1883	O.	C.	B.	S.	Soc	1,120
Chanute	Public School Library	1888	R.	T.	B.	Both.	Sch	1,286
Clay Center	High School Library			T.		F.	Sch	1,000
Emporia	Anderson Memorial Library.	1889			B.	F.	Col	3,000
Emporia*	College of Emporia	1884		C.		F.	Col	4,000
Emporia	Free Library	1884	R.	T.	B.	F.	Gen	3,300
Emporia	State Normal School Library	1863		T.	B.	F.	Sch	6,837
Eureka	Southern Kansas Academy ..			C.		S.	Sch	1,000
Fort Leavenworth	Post Library	1833		T.	B.	F.	Gar	2,025
Fort Leavenworth	United States Infantry and Cavalry School Library.	1881		T.		F.	Gar	3,200
Highland	Highland University Library.	1857	O.	C.	B.	S.	Col	5,000
Holton	Public School Library	1881		T.	B.		Gen	1,700
Independence	Ladies' Library Association.	1882	R.	C.	B.	S.	Gen	1,272
Junction City*	Trott's Select Library	1872				S.	Gen	1,200
Kansas City	Grand Lodge A. F. and A. M.	1858		C.	R.	F.	Mas	1,000
Lansing	Kansas State Prison	1868		T.	C.	S.	A. & R.	4,476
Lawrence	City Library	1868	R.	T.	B.	S.	Gen	3,000
Lawrence	University of Kansas Library.	1866		T.	B.	F.	Col	16,228
Lindsborg	Bethany College Library ..	1886		C.	B.	F.	Col	3,500
McPherson	McPherson College and Industrial Institute.			C.		S.	Col	1,200
Manhattan	State Agricultural College Library.	1863		T.	B.	F.	Soc	12,170
Marysville*	Public School Library	1882				F.	Sch	1,060
Newton	Free Library	1885	R.	T.	B.	F.	Gen	2,279

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
										T. F. McCune, principal. T. F. Tobin.
500 50	36	50	2, (89)					\$22		D. A. Long, clerk.
400	1, 300	400	1, 383					500		Mary Cassidy, librarian.
250	84	106	800	1, 500						S. W. Wadsworth, librarian.
	300			7, 778				300	\$10, 000	Mrs. Leontine Scofield, librarian.
600			5, 000							A. Bindewald, librarian.
700	1, 500	50				\$257		257		Jacob A. Clutz, D. D.
	66		5, 400	5, 600		153		167		Rev. Gerard Heinz, O. S. B., vice-president and director.
203 1, 200	400 75	25	2, 000 2, 175			300	\$3, 000	150	1, 600	Rev. Gerard Heinz, O. S. B., vice-president and director.
100	60				\$100			80		E. M. Wood.
24	171 137	2	7, 980		479	50		130 122		Mrs. A. W. Barlow, secretary.
283	34	126	673			23		30		Mrs. Mary E. Newman, librarian.
75	75	25	359	425				100		Mrs. Della Hall, librarian.
250	200	50	12, 000	1, 200	1, 100	200		300		Mrs. Mary L. Mathews, president.
	615		7, 200					500		S. W. Black.
72	28	7	14, 600	95						E. L. Cowdrick.
350								901		H. G. Behoteguy, librarian.
500	30	24				40				Mrs. A. J. Carpenter, librarian.
200	26	50						50		Rev. E. G. Lancaster, A. M.
800	64	100	586			184		51		C. W. Abbot, first lieutenant and adjutant, 12th Infantry, librarian.
2, 000	600	125				50		50		W. S. Scott, secretary.
	134							55		Rev. A. B. Irwin, corresponding secretary.
600	1, 000	209	36, 500	21, 900	1, 200	900		600		Oscar Hale, city superintendent of schools.
4, 000	2, 437	200						3, 500		Mrs. J. E. Pugh, secretary.
1, 000	500									John H. Brown, assistant secretary.
3, 500	787	500	7, 645			200		500		W. B. Poinsett, chaplain.
300	328	157	11, 331	200	1, 200	48		199		Mrs. M. F. Simpson, librarian.
										Carrie M. Watson, librarian.
										Prof. P. H. Pearson.
										S. Z. Sharp, LL. D.
										D. E. Lantz.
										L. MacAlpine, librarian.

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1	2	3	4	5	6	7	8	9
<i>Kansas—Cont'd.</i>								
Olathe	Kansas Institute for Education of the Deaf and Dumb.	1887		T.	B.	F.	Sch.	1, 124
Olathe	Olathe Library Association.	1874	.....	C.	R.	Both.	Gen.	1, 400
Osage City	High School Department Library.	.....	.....	T.	.....	F.	Sch.	1, 230
Osage Mission	St. Ann's Academy .....	.....	.....	C.	.....	S.	Sch.	1, 600
Oswego	Oswego Library Association.	1877	R.	C.	C.	F.	Gen.	1, 300
Ottawa	Ottawa Library Association.	1874	R.	C.	B.	Both.	Gen.	3, 000
Ottawa	Ottawa University Library.	1870	.....	C.	B.	F.	Col.	2, 500
Paola	Free City Library	1880	R.	T.	B.	F.	Gen.	3, 546
Paola*	Normal School	1879	.....	C.	.....	.....	Sch.	2, 500
Parsons*	Memorial and Historical Library.	1880	.....	.....	.....	.....	Hist.	4, 780
Peabody	Public Library	1875	O.	T.	B.	F.	Gen.	4, 000
St. Marys	St. Mary's College	1869	.....	C.	.....	.....	Col.	3, 000
St. Marys*	Reading Room Association.	.....	.....	.....	.....	.....	Col. Soc.	2, 000
St. Marys	Senior Students' Library .....	.....	.....	.....	B.	S.	Col. Soc.	1, 800
St. Marys*	Sodality of the Blessed Virgin Mary.	1869	.....	.....	.....	.....	Col. Soc.	1, 000
Salina	High School Library .....	.....	.....	T.	.....	F.	Sch.	2, 000
Salina	Normal University	1884	.....	C.	R.	F.	Col.	1, 500
Topeka*	College of the Sisters of Bethany.	1872	.....	C.	.....	S.	Col.	2, 000
Topeka	Free Public Library	1876	O.	T.	B.	F.	Gen.	12, 000
Topeka	Kansas State Historical Society.	1875	.....	C.	R.	F.	Hist.	12, 950
Topeka	Kansas State Library	1862	.....	T.	R.	F.	State	27, 450
Topeka*	State Board of Agriculture.	1870	.....	T.	.....	F.	Sci.	1, 000
Topeka	Washburn College	1866	.....	C.	.....	F.	Col.	5, 928
Troy	S. L. K. Library	1876	.....	C.	C.	S.	Soc.	1, 000
Wichita*	City Library	1880	.....	.....	.....	S.	Gen.	2, 500
Wilsonton*	Wilsonton Library	1888	.....	.....	B.	F.	Gen.	1, 500
Winfield	High School Library .....	.....	.....	T.	.....	F.	Sch.	1, 000
<i>Kentucky.</i>								
Bardstown*	St. Joseph's College	1824	.....	C.	.....	S.	Col.	4, 000
Bardstown*	St. Joseph's Library	1826	.....	.....	.....	F.	Gen.	2, 000
Near Bardstown*	Nazareth Literary and Benevolent Institution.	1825	.....	.....	.....	.....	Sch.	4, 000
Berea	Berea College Library	1865	.....	C.	B.	Both.	Col.	5, 000
Bowling Green	Ogden College Library	1885	.....	C.	B.	F.	Col.	1, 780
Bowling Green	Potter College .....	.....	.....	C.	.....	S.	Col.	3, 000
Bowling Green*	Southern Normal School and Business College.	1884	.....	C.	.....	S.	Sch.	3, 500
Bowling Green	State Board of Health Library.	1878	R.	T.	R.	F.	San. & Sci.	3, 000
Burkesville*	Alexander College	1871	.....	C.	.....	F.	Sci.	1, 000
Cecilian	Cecilian College	1860	.....	C.	.....	F.	Col.	1, 000
Covington*	High School Library	1860	.....	.....	.....	F.	Sch.	2, 000
Cynthiana	High School Library .....	.....	.....	.....	.....	F.	Sch.	2, 000
Cynthiana*	Library and Reading-Room.	1885	.....	.....	.....	S.	Gen.	2, 255
Cynthiana	Smith's Classical School .....	.....	.....	.....	.....	S.	Sch.	1, 000
Danville	Centre College of Kentucky.	1819	.....	C.	C.	F.	Col.	6, 990
Danville*	Chamberlin Philosophical and Literary Society.	1824				S.	Col. Soc.	1, 700
Danville*	Union Deionologian and Literary Society.	1830				S.	Col. Soc.	1, 600

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1	2	3	4	5	6	7	8	9
<i>Kentucky—Cont'd.</i>								
Danville	Danville Theological Seminary Library.	1853	O.	C.	R.	F.	Theol.....	10,000
Danville*	Institute for Deaf Mutes...	1823	.....	C.	.....	.....	Sch.....	1,500
Eminence*	Eminence College	1860	.....	C.	.....	.....	Col.....	2,000
Farmsdale*	Kentucky Military Institute.	1846	.....	C.	.....	.....	Sch.....	4,000
Farmsdale*	Philomathian Society ..	.....	.....	.....	.....	.....	Col. Soc....	1,200
Frankfort*	Kentucky Geological Survey.	1876	.....	.....	.....	F.	Sci.....	1,050
Frankfort	Kentucky Penitentiary Library.	1854	.....	F.	.....	F.	A. & R....	4,500
Frankfort	Kentucky State Library ...	1821	.....	T.	R.	F.	State.....	80,000
Georgetown	Georgetown College Library.	1829	.....	C.	B.	F.	Col.....	8,000
Georgetown	Ciceronian Society Library.	1839	.....	.....	B.	S.	Col. Soc....	1,125
Georgetown	Tau Theta Kappa Society Library.	1839	.....	.....	C.	S.	Col. Soc....	1,000
Glasgow*	Glasgow Normal School	1876	.....	C.	.....	F.	Sch.....	1,500
Harrodsburg	Daughters College	1856	.....	C.	B.	S.	Col.....	3,000
Harrodsburg	High School Department Library.	.....	.....	.....	.....	F.	Sch.....	4,000
Hopkinsville	Public School Library.....	1882	.....	Sub.	B.	S.	Sch.....	1,200
Jackson	Jackson Collegiate Institute Library.	1885	.....	C.	C.	F.	Sch.....	1,500
Lexington	Kentucky University Library.	1800	.....	C.	R.	F.	Col.....	13,888
Lexington	Philothean Society Library.	1865	.....	.....	R.	S.	Col. Soc....	1,200
Lexington	Lexington Library Association.	1800	O.	C.	B.	S.	Gen.....	15,000
Lexington (near Bardstown).	St. Catherine's Academy Library.	.....	.....	C.	B.	F.	Sch.....	1,000
Louisville	Baptist Orphans' Home	1860	O.	C.	R.	F.	A. & R....	1,020
Louisville	Grand Lodge of Kentucky, F. A. A. M.	1800	R.	C.	R.	F.	Mas.....	2,150
Louisville*	Hampton College	1878	.....	.....	.....	.....	Col.....	1,000
Louisville	Kentucky Institution for the Education of the Blind.	1812	.....	C.	.....	.....	A. & R....	2,000
Louisville*	Library Association.....	1871	.....	.....	.....	S.	Gen.....	10,000
Louisville	Louisville Law Library	1839	.....	C.	R.	S.	Law.....	7,000
Louisville*	Louisville School of Pharmacy for Women.	1883	.....	C.	.....	.....	Med.....	1,661
Louisville*	Medical Department, University of Louisville.	1837	.....	.....	.....	F.	Med.....	4,000
Louisville	Polytechnic Society of Kentucky.	1879	O.	C.	B.	F.	Sci.....	50,000
Louisville*	Preston Park Theological Seminary.	.....	.....	C.	.....	S.	Theol.....	8,000
Louisville	Southern Baptist Theological Seminary.	1859	.....	C.	.....	F.	Theol.....	16,500
Louisville	Theological Seminary of the P. E. Church.	1831	.....	C.	R.	F.	Theol.....	1,800
Louisville*	Y. M. C. A. Library.....	1875	.....	C.	.....	S.	Y. M. C. A.	1,500
Maysville	I. O. O. F. Library	1850	O.	C.	R.	S.	I. O. O. F..	1,512
Maysville	Maysville and Mason County Library, Historical and Scientific Association.	1875	O.	C.	B.	F.	Hist. & Sci	2,700
Midway	Kentucky Female Orphan School Library.	1848	.....	C.	.....	.....	Sch.....	1,000
Millersburg	Kentucky Wesleyan College, Danby-Kavanaugh Library.	1875		C.		F.	Col.....	1,500
Millersburg	Millersburg Female College.			C.	R.	F.	Col.....	1,500

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10	11	12	13	14	15	16	17	18	19	20
200	250	35						\$15	\$25,000	Rev. Stephen Yerkes, D.D. acting librarian.
500	300	150				\$445		281		W. B. Cooper, chaplain.
	2,000				\$700	250				M. B. R. Day, librarian. Arthur Yager, librarian.
2,000										
15	8	12		2		30		10		Hopkins Moon.
100	5							10		S. W. Saxon, president.
										Augustus Williams, libr'n.
500	25							30		C. W. Bell.
3	300		2,500	300						C. H. Dietrich, librarian. M. C. Marion.
800	200									
1,135	136	52								Chas. Louis Loas, president. Prof. J. W. McGary.
500		40								
	200		3,000							K. B. Aker, librarian.
200	110	200	500	200				100		Sister Lucy.
2,000						50				Miss Mary Hollingsworth, superintendent.
1,500	300	200				200		180		H. B. Grant, grand secretary.
2,500	100	50				50		50		B. B. Huntoon.
	200									
	600		12,259	47,574		20,937		1,199		E. A. Grant, secretary.
	1,000	1,000				500		500	50,000	Prof. John R. Sampey, D. D., librarian. Chas. H. Pettet, secretary board of trustees.
						1,500				
	100			1,612		80		75		Jno. W. Thompson.
300	50		1,000			500	\$20,000	75		W. D. Hoxson, librarian.
	7							25		Licin Corbin, principal.
75	63							88		Cadesman Pope, president.

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1	2	3	4	5	6	7	8	9
<i>Kentucky—Cont'd.</i>								
Mount Sterling*	Athenæum Library	1876				S.	Soc	2,000
Nazareth	Nazareth Literary and Benevolent Institution.	1825	.....	C.	.....	S.	Sch	4,000
Nazareth	Nazareth School Library ...	1852	.....	.....	B.	F.	Sch	4,000
Newport*	Odd Fellows' Library Association.	1868	.....	C.	.....	S.	I. O. O. F. ...	3,600
Owensboro	Public School Library	1886	.....	.....	B.	S.	Sch	1,561
Pewee Valley*	Kentucky College for Young Ladies.	.....	.....	C.	.....	.....	Col	1,000
Princeton	Princeton Collegiate Institute Library.	1881	.....	C.	B.	S.	Sch	1,500
Richmond	Central University	1874	.....	C.	R.	F.	Col	6,000
Russellville	Bethel College	1856	.....	C.	B.	F.	Col	2,700
Russellville	Logan Female College	1876	.....	C.	B.	.....	Col	1,500
St. Mary's	St. Mary's College Library ..	.....	.....	C.	.....	F.	Col	2,000
Shelbyville	Science Hill Library	1825	.....	C.	.....	F.	Sch	2,000
S. Carrollton*	West Kentucky Classical and Normal College.	.....	.....	C.	.....	.....	Sch	1,000
Springfield*	Academy of St. Catherine of Sienna.	1822	.....	C.	.....	.....	Sch	3,000
Winchester	Kentucky Wesleyan College ..	.....	.....	C.	.....	F.	Col	2,000
Winchester	Winchester Female College ..	.....	.....	C.	.....	S.	Col	1,000
<i>Louisiana.</i>								
Baton Rouge	Louisiana State University and Agricultural and Mechanical College.	1861	.....	T.	.....	F.	Col	20,000
Clinton	Sulliman Female Collegiate Institute.	.....	.....	C.	.....	S.	Sch	1,000
Convent P. O.* ..	Jefferson College (St. Mary's).	1865	.....	C.	.....	F.	Col	15,000
Convent P. O.* ..	Society libraries .....	.....	.....	.....	.....	F.	Col. soc	1,200
Grand Coteau	St. Charles College	1836	.....	C.	R.	S.	Col	8,000
Jackson	Centenary College of Louisiana.	1825	.....	C.	B.	F.	Col	3,000
Jackson*	Franklin Institute .....	.....	.....	.....	.....	S.	Col. soc	1,600
Jackson*	Union Literary Society	1840	.....	.....	.....	S.	Col. soc	1,600
Mansfield	Mansfield College Library ..	1852	.....	C.	B.	F.	Col	1,500
Minden	Jefferson Davis College .....	.....	.....	C.	.....	S.	Col	1,000
New Orleans	Camatz Institute .....	.....	.....	C.	.....	S.	Sch	10,000
New Orleans	Christian Woman's Exchange Free Circulating Library.	1888	.....	C.	C.	S.	Gen	4,000
New Orleans	College of the Immaculate Conception.	.....	.....	C.	.....	S.	Col	12,000
New Orleans	Fisk Free Library .....	.....	.....	.....	.....	F.	Gen	12,000
New Orleans	Grand Lodge, F. and A. M. ..	1865	.....	C.	R.	F.	Mas	4,000
New Orleans*	Home Library, Jewish Widows and Orphans' Home.	1875	.....	C.	.....	F.	A. and R. ...	1,500
New Orleans	Leland University	1870	.....	C.	C.	F.	Col	2,400
New Orleans	Medical Library, Charity Hospital.	1879	.....	C.	B.	F.	Med	6,472
New Orleans	New Orleans Academy of Sciences.	1855	.....	C.	.....	F.	Sci.	1,000
New Orleans	New Orleans Law Library ..	1856	.....	C.	B.	S.	Law	2,500
New Orleans	New Orleans University	1873	.....	C.	B.	F.	Col	4,000
New Orleans*	Public School and Lyceum Library.	1844	.....	.....	.....	Both.	Sch	17,000
New Orleans*	St. Isidore's College .....	.....	.....	C.	.....	.....	Col	1,500
New Orleans	St. Joseph's Convent .....	.....	.....	C.	.....	S.	Sch	3,000
New Orleans*	St. Mary's College .....	.....	.....	C.	.....	.....	Col	1,000
New Orleans	Soulé College Library	1856		C.	R.	F.	Col	2,150
New Orleans	State Library of Louisiana ..	1838		T.	B.	F.	State	41,000

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1	2	3	4	5	6	7	8	9
<i>Louisiana—Cont'd</i>								
New Orleans.....	Straight University Library.....			C.		F.	Col.....	1,500
New Orleans.....	Tulane University Library.....	1884	.....	C.	R.	F.	Col.....	13,500
New Orleans.....	Ladies' Art Union.....	1882	.....	.....	.....	F.	Art.....	2,366
New Orleans*.....	Y. M. C. A. Library.....	1852	.....	C.	.....	.....	Y. M. C. A.	1,830
Winsted.....	Gilbert Academy and Agricultural College Library.....	1880	.....	C.	R.	F.	Sch.....	2,000
<i>Maine.</i>								
Alfred.....	York County Bar Library.....	1815	.....	C.	R.	F.	Law.....	1,500
Auburn.....	Androscoggin County Law Library.....	1855	.....	C.	R.	F.	Law.....	1,500
Auburn*.....	Edward Little High School.....	1869	.....	.....	.....	F.	Sch.....	1,400
Auburn.....	Young Men's Christian Association.....	1867	O.	C.	B.	F.	Y. M. C. A.	2,000
Augusta.....	High School.....	.....	.....	.....	.....	.....	Sch.....	1,000
Augusta*.....	Kennebec Law Library.....	1800	.....	.....	.....	S.	Law.....	1,200
Augusta.....	Lithgow Library.....	1882	R.	C.	B.	S.	Gen.....	6,750
Augusta*.....	Maine Board of Agriculture.....	1855	.....	.....	.....	.....	Sci.....	1,162
Augusta.....	Maine Insane Hospital, Col. Block Library.....	1856	.....	C.	R.	F.	A. & R.....	4,000
Augusta.....	Maine State Library.....	1820	O.	T.	B.	F.	State.....	40,000
Bangor.....	Bangor Theological Seminary.....	1814	O.	C.	B.	F.	Theol.....	17,400
Bangor.....	High School.....	.....	.....	.....	.....	.....	Sch.....	1,000
Bangor.....	Penobscot Bar Law Library.....	1849	.....	C.	R.	F.	Law.....	2,260
Bangor.....	Public Library.....	1883	R.	T.	B.	Both.	Gen.....	31,029
Bar Harbor.....	Bar Harbor Library.....	1875	O.	C.	B.	S.	Gen.....	4,000
Bath.....	Orphans' Home.....	1870	State.	T.	R.	S.	Gen.....	1,970
Bath.....	Patten Free Library.....	1889	O.	T.	B.	F.	Gen.....	5,171
Biddeford*.....	Bibliothèque Dé L'Institut Canadien Française de Biddeford, Me.	1869	.....	.....	.....	F.	Gen.....	1,292
Biddeford.....	High School.....	.....	.....	.....	.....	.....	Sch.....	2,500
Biddeford.....	Public Library.....	1862	.....	T.	B.	S.	Gen.....	4,000
Brunswick.....	Bowdoin College Library.....	1794	O.	C.	B.	F.	Col.....	49,000
Brunswick*.....	Medical School of Maine.....	1820	.....	.....	.....	F.	Med.....	4,000
Brunswick.....	Public Library Association.....	1883	.....	T.	B.	S.	Gen.....	4,753
Bucksport.....	Buck Memorial Library.....	1887	O.	C.	B.	S.	Gen.....	2,499
Bucksport.....	East Maine Conference Library.....	1850	O.	C.	B.	F.	Sch.....	3,500
Calais.....	St. Croix Library.....	1870	R.	C.	B.	S.	Gen.....	4,200
Camden*.....	Ladies' Library Association.....	1853	.....	.....	.....	S.	Gen.....	1,200
Canaan.....	Wilshire Library Association.....	1878	R.	C.	B.	S.	Gen.....	1,238
Castine.....	Eastern State Normal School.....	.....	.....	.....	.....	.....	Sch.....	1,300
Castine.....	Town Library.....	1801	R.	T.	B.	F.	Gen.....	2,692
Cherryfield.....	Public Library.....	1837	R.	C.	B.	S.	Gen.....	1,200
Cornish.....	Library Association.....	1867	R.	C.	B.	S.	Gen.....	1,188
Cumberland Mills	Mills Library.....	1879	O.	C.	B.	F.	Social.....	1,835
Deering.....	Frost Library, Westbrook Seminary.....	1840	.....	C.	B.	F.	Sch.....	3,500
Deering P. O. (Woodfords).	Deering Public Library.....	1870	.....	.....	.....	S.	Gen.....	1,259
Dexter.....	Town Library.....	1867	.....	T.	B.	F.	Gen.....	3,100
Dover.....	C. B. Kittredges Circulating Library.....	1872		Private	B.	S.	Social.....	1,000

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
2,000	500 485	500	121			\$50		\$1,000		Anna F. Condict, librarian. James Sherrard, general secretary.
										H. J. Clements.
	123 41					256 360		334 53		James E. Rency. I. W. Hanson, treasurer.
100	100		1,500	200		150		100	\$20,000	E. T. Garland, general secretary. J. H. Parsons.
	209		16,123			1,000	\$20,000	217		Julius M. Clapp, librarian.
							1,000			Bigelow T. Sanborn, superintendent.
10,000	1,200	400	5,000		\$500	12,000	500	4,500		L. D. Coner, State librarian.
	600	200				720	12,000	500		C. J. H. Ropes, librarian (professor).
500	70	75				407	300	280		Miss J. A. Philbrook.
5,676	1,510	1,515	44,008	28,666		5,994	112,000	1,851		Albert W. Paine, librarian.
36	175		5,395			1,200		225		Mrs. M. H. Curran, librarian.
203	65	32						50		L. E. Wasgatt, librarian.
	864		36,122	5,556	1,250	1,054	3,500	823	16,000	John G. Richardson, trustee.
										Miriam D. Newman, librarian.
100					200	260		250		Jno. P. Marston.
3,000	1,766	300	9,292			2,050	17,000	1,465		Mrs. Frank Cole, librarian.
	141		8,178		200	1,438	1,775	81		G. T. Little, librarian.
	100		2,718				10,000			I. P. Booker, recording secretary.
1,000	500	200								Alice B. Gardner, librarian.
300	80		3,884							A. F. Chase, principal.
	80		1,288			50		50		Elizabeth C. Jackson, librarian.
	201		3,000	2,000	155			65		Geo. W. Johnson, librarian.
500	10	50	20					12		Roliston Woodbury.
40	25	21	1,560					30		P. J. Hooke, librarian.
	200	156	10,400							Miss Rebecca Burnham, librarian.
500	150	120	500	800	300	75		225		S. J. L. O'Brien, president.
										Lucy S. Anderson, librarian.
										A. B. Allen, A. M.
600	200	60	10,938		300			174		Lizzie S. Springall, librarian.
100	50	50	1,500			100		40		Elmer E. Cole, clerk.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Maine—Cont'd.</i>								
East Machias.....	Public Library Association	1874	.....	C.	B.	S.	Gen	1,068
Eastport.....	Public Library Association	1879	.....	C.	B.	F.	Gen	1,857
Ellsworth	City Library	1870	.....	T.	B.	F.	Gen	3,092
Farmington *.....	Abbott Family School.....	.....	.....	.....	.....	.....	Sch	2,500
Farmington	Little Blue.....	1844	O.	.....	.....	Priv'te	Gen	2,500
Farmington	Public Library.....	1891	R.	C.	B.	S.	Gen	2,500
Farmington	State Normal School.....	1864	.....	T.	B.	F.	Sch	1,700
Freyburg.....	Freyburg Academy	1850	O.	C.	R.	F.	Sch	1,019
Gardiner.....	Public Library	1871	.....	T.	B.	S.	Gen.....	5,260
Gorham	Public Library	1882	R.	C.	B.	S.	Gen.....	2,650
Gorham	State Normal School.....	1879	.....	T.	R.	F.	Sch	1,698
Hallowell.....	Social Library.....	1842	O.	C.	B.	S.	Gen.....	6,000
Kennebunk.....	First Congregational Parish Library.	1862	.....	C.	B.	F.	Social.....	2,600
Kennebunk.....	Kennebunk Library.....	1882	O.	T.	B.	S.	Gen.....	2,700
Kents Hill	Maine Wesleyan Seminary and Female College.	1821	O.	C.	B.	F.	Col	6,240
Kittery.....	Rice Public Library.....	1874	O.	C.	B.	F.	Gen.....	3,265
Lewiston	Bates College Library.....	1863	O.	C.	R.	S.	Col	10,673
Lewiston	Cobb Divinity School..	1840	O.	C.	B.	F.	Theol.....	3,504
Lewiston *.....	Estes Circulating Library..	.....	.....	.....	.....	S.	Social.....	1,000
Lewiston	Manufacturers' and Mechanics' Library Association.	.....	.....	.....	B.	.....	Gen.....	5,000
Lewiston	Nichols Latin School.....	.....	.....	.....	.....	.....	Sch	1,200
Machias	Porter Memorial Library...	1874	R.	C.	B.	S.	Gen.....	1,924
New Gloucester ..	Public Library	1888	.....	T.	B.	F.	Gen.....	1,400
New Sharon	Town Library.....	1859	R.	T.	B.	F.	Gen.....	1,500
Norway	Public Library	1885	R.	T.	B.	F.	Gen.....	2,000
Orono.....	Maine State College of Agriculture and Mechanic Arts.	1868	O.	T.	B.	F.	Col	6,934
Oxford *.....	Freeland Holmes Library...	1873	.....	.....	.....	F.	Gen.....	1,200
Portland.....	Boys' Library State Reform School.	1853	.....	T.	B.	F.	A. & R....	1,951
Portland.....	Clark's Circulating Library	1878	.....	.....	.....	S.	Social.....	3,500
Portland *.....	Greenleaf Law Library.....	1867	.....	.....	.....	S.	Law	2,802
Portland.....	High School Library	1872	.....	T.	B.	F.	Sch	1,300
Portland.....	Maine Historical Society ...	1822	.....	T.	R.	F.	Hist.....	9,500
Portland.....	Mechanics' Library	1820	O.	C.	B.	F.	Social.....	13,000
Portland *.....	Portland Society of Natural History.	1843	.....	.....	.....	F.	Sci.....	1,300
Portland.....	Post Library.....	1883	O.	T.	B.	F.	Gar.....	1,150
Portland.....	Public Library	1867	O.	T.	B.	F.	Gen.....	36,588
Presque Isle *.....	Presque Isle Library.....	1865	.....	.....	.....	S.	Gen.....	1,000
Richmond	Library Association.....	1868	R.	C.	B.	S.	Gen.....	4,111
Saccarappa *.....	Westbrook Social Library..	1802	.....	.....	.....	S.	Social.....	1,200
Saco	Dyer Library	1881	.....	.....	.....	F.	Gen.....	8,119
Saco	York Institute Library	1866	O.	C.	R.	S.	Gen.....	1,600
Searsport *.....	Sears Public Library.....	1872	.....	.....	.....	F.	Gen.....	1,800
Skowhegan	Free Public Library.....	1867	O.	C.	B.	S.	Gen.....	5,000
South Berwick...	Berwick Academy						Sch	1,000

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1	2	3	4	5	6	7	8	9
<i>Maine—Cont'd.</i>								
Thomaston	Ladies' Library	1851				S.	Social	2,600
Thomaston	State Prison Library	1828	O.	T.	C.	F.	A. & R.	1,733
Togus	National Soldiers' Home (Eastern Branch).	1867	O.	T.	B.	F.	Govt	7,426
Waterville	Colburn Classical Institute						Sch	1,200
Waterville	Colby University	1820	O.	C.	B.	S.	Col	27,735
Waterville	Library Association	1873		C.	C.	S.	Gen	1,364
Westbrook	Social Library	1802	R.	C.	C.	S.	Social	1,300
Winterport	Ladies' Circle Library	1865		C.	C.	S.	Social	1,470
Wiscasset*	Social Library	1801				S.	Gen	1,422
York Harbor	York Library	1883	O.	C.	C.	S.	Gen	1,425
<i>Maryland.</i>								
Agricultural College.*	Mercer Literary Society (Maryland Agricultural College).	1859					Soc	2,500
Ammendale	Normal Institute						Sch	3,900
Annapolis	Maryland State Library	1826	O.	T.	R.	F.	State	100,000
Annapolis	St. John's College	1789	O.	C.	R.	F.	Col	6,356
Annapolis	United States Naval Academy Library.	1845	O.	T.	B.	F.	Govt	31,957
Baltimore	Archbishop's Library		O.	C.	R.		Theol	10,000
Baltimore	Baltimore and Ohio Employes' Free Circulating Library	1885	O.	C.	B.	F.	Social	10,700
Baltimore*	Baltimore Female College.						Col	3,940
Baltimore*	Baltimore Normal School for Colored Teachers.						Sch	1,200
Baltimore*	Baltimore Turngemeinde	1852				F.	Social	1,326
Baltimore	Boys' Home	1872	O.	C.	R.	F.	A. & R.	2,500
Baltimore	Calvert Hall Institute						Sch	3,745
Baltimore	City Library	1874			B.	F.	Gen	10,305
Baltimore*	College of Physicians and Surgeons.						Med	1,500
Baltimore*	Convent of the Visitation	1838					Sch	1,000
Baltimore*	Concordia Library	1865				F.	Social	2,300
Baltimore	Enoch Pratt Free Library	1882	O.	T.	B.	F.	Gen	106,663
Baltimore	Friends' Elementary and High School.	1864	R.	T.	R.	F.	Sch	4,000
Baltimore	House of Refuge	1855	O.	T.	B.	F.	A. & R.	1,627
Baltimore	John Hopkins University	1876	O.		R.	F.	Col	55,000
Baltimore	Knights of Pythias	1877	O.	C.	B.	F.	Social	6,500
Baltimore*	Library Company of the Baltimore Bar.	1840				S.	Law	10,000
Baltimore	Loyola College	1852	O.	C.	R.	F.	Col	30,000
Baltimore	Maryland Academy of Sciences.		O.		R.	F.	Sci	1,000
Baltimore*	Maryland Chirurgical Faculty.	1820				S.	Med	4,998
Baltimore	Maryland Historical Society.	1843	O.	C.	B.	S.	Hist	30,000
Baltimore	Maryland Institute	1848	O.	C.	B.	S.	Gen	18,798
Baltimore*	Maryland Penitentiary	1848				F.	A. & R.	1,400
Baltimore	Maryland School for the Blind.	1853	O.	T.	R.	F.	Sch	1,100
Baltimore	Masonic Library Association.	1876		C.	B.	F.	Mas	2,000

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10	11	12	13	14	15	16	17	18	19	20
500	3	125	6,500			\$134		\$103		Thomas F. Phinney, librarian.
	1,401		39,360	39,760				351		Luther Stephenson, governor.
10,000	791	500	7,500				\$3,000	660		J. H. Hanson, LL. D.
100	40		500			60		60		Edward W. Hall, librarian.
100	100	20						90		A. H. Plaisted, librarian.
	31		1,250		30			30		Rev. E. E. Bacon, librarian.
500	200	150	1,100					125		Mrs. Charles Abbott.
										Sarah M. Varrell, librarian.
400	73							2,500		Brother Romnald.
	681		7,782			2,000		200		E. P. Duvall, librarian.
								2,000		T. H. Hicks, librarian.
3,000	1,000	500	42,538	729				1,200		Arthur Newton Brown, librarian.
										A. M. Irving, librarian.
200	75	100								John H. Lynch, superintendent.
7,733	1,038	450	778		\$8,875			5		Brother Leonard.
										Geo. C. Wedderburn, librarian.
1,500	13,320	314	434,449	9,579				22,551		S. C. Donaldson, assistant librarian.
	106							700		Stephen C. Harry.
	100		467			200				Robert J. Kirkwood, superintendent.
30,000	5,000	10,000								N. Murray, librarian.
500	100				400		300	400	\$32,000	James Whitehouse, librarian.
										John A. Morgan, president.
	50							20		P. R. Uhler, librarian.
2,000	210	264	250			1,645	20,000	124		John G. Gatchell, librarian.
1,000	100	50						252		George L. McCahan, librarian.
300	75									F. D. Morrison, superintendent.
100			1,800							Charles E. Needles, secretary.

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1	2	3	4	5	6	7	8	9
<i>Maryland—Cont'd</i>								
Baltimore.....	Morgan College	1888	O.	C.	B.	F.	Col	1,700
Baltimore.....	New Mercantile Library ...	1887	R.	C.	B.	S.	Mer.....	32,000
Baltimore.....	Odd Fellows Library	1840		C.	B.	F.	I. O. O. F. ...	15,000
Baltimore.....	Peabody Institute.....	1857	O.	C.	R.	F.	Gen	110,000
Baltimore.....	Public School Library.....	1875	O.	T.	B.	F.	Sch	6,017
Baltimore.....	Red Men's Library (Improved Order).	1859		C.	B.	S.	Social.....	5,000
Baltimore*.....	St. Mary's Theological Seminary of St. Sulpice.	1791					Theol.....	26,000
Baltimore*.....	St. Vincent's Male Orphan Asylum.	1851				F.	A. & R ...	2,500
Baltimore.....	South Baltimore Mechanics Library.	1863	O.	C.	B.	S.	Social.....	3,500
Baltimore.....	State Normal School	1866	O.	T.	R.		Sch	2,325
Baltimore.....	Visitation Academy Library.	1837	O.	C.	R.	F.	Sch	4,000
Baltimore.....	Woman's College Library..	1888		C.	R.	F.	Col	2,000
Baltimore.....	Young Men's Christian Association.	1887	O.	C.	B.	F.	Y. M. C. A. ...	2,500
Baltimore*.....	Zion School						Sch	2,000
Brookeville.....	Brookeville Academy						Sch	1,000
Carroll Station ...	Mount St. Joseph's College Library.	1878		C.	B.	F.	Col	6,000
Carroll Station ...	St. Mary's Industrial School.	1866	O.	T.	R.	F.	A. & R....	2,500
Catonsville*.....	Mount de Sales Academy ..						Sch	3,000
Charlotte Hall....	Charlotte Hall School Library.	1774		T.	B.	S.	Sch	3,000
Chestertown.....	Washington College.....	1783	O.	C.	B.	F.	Col	2,300
College of St. James.	College of St. James.....	1842			R.		Col	8,000
Ellicott City.....	Rock Hill College	1857	O.	C.	R.	S.	Col	4,907
Ellicott City.....	St. Charles College Library.	1848	O.	C.	R.	F.	Col	9,000
Embla*.....	Notre Dame of Maryland ..						Sch	2,000
Frederick.....	Frederick College Library ..	1840	O.	C.	R.	F.	Col	3,200
Frederick.....	Frederick Female Seminary.	1843	O.	C.	R.	F.	Sch	2,000
Frederick.....	School for the Deaf.....	1871	O.	T.	B.	F.	Sch	2,350
Glenwood*.....	Glenwood Institute.....					S.	Sch	1,500
Hagerstown.....	Library of "Thursday Club."	1878	R.	C.	B.	F.	Social.....	3,000
Havre de Grace*..	Masonic Library						Mas	1,000
Ilchester.....	Redemptorists Library (Mt. St. Clement College).	1868	O.	C.	B.	F.	Theol.....	14,000
Lutherville.....	Library of Lutherville Seminary.	1853	O.	C.	B.	F.	Sch.....	2,000
McDonogh.....	McDonogh School Library ..	1873	O.	C.	B.	F.	Sch.....	2,700
Mount St. Marys..	Mount St. Mary's College Library.	1808	O.	C.	B.	F.	Col	15,000
New Windsor*...	New Windsor College.....	1874				F.	Col	2,000
Oxford*.....	Maryland Military and Naval Academy.						Sch.....	2,800
Williamsport.....	Madeira Lodge Library	1880	R.	C.	B.	F.	Social	1,200
Westminster.....	Irving Literary Society....	1869	O.	C.	B.	S.	Gen.....	1,000
Westminster.....	Western Maryland College.	1867	O.		R.	F.	Col	4,500
Westminster.....	Westminster Theological Seminary.						Theol.....	1,400
Woodstock.....	Woodstock College Library	1869	O.	C.	R.	F.	Theol.....	75,000
<i>Massachusetts.</i>								
Abington.....	Abington Public Library ..	1878	R.	T.	B.	F.	Gen	8,980
Adams.....	Adams Free Library.....	1882	R.	T.	B.	F.	Gen	6,722
Amesbury.....	Amesbury Public Library..	1856		T.	B.	F.	Gen	5,500
Amesbury.....	Johnson's Circulating Library.	1877	R.	T.	B.	S.	Social	3,876

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10	11	12	13	14	15	16	17	18	19	20
.....	98		50	460			\$22,000		\$28,000	T. J. Wagner, president.
.....	2,300		77,361							M. T. Watkins, librarian.
.....	200	50	16,000	.....	\$500	.....	.....	\$400	.....	Benj. F. Cooper, librarian.
13,500	7,504	858	.....	43,289	.....	.....	10,000	8,532	.....	P. R. Uhler, librarian.
200	290	.....	4,700	1,607	.....	\$500	.....	400	.....	Joshua Plaskitt, librarian.
.....	10	.....	1,500	.....	200	.....	.....	10	.....	Wm. Benson, librarian.
.....										
.....										
500	100	75	300	200	175	450	.....	50	1,000	W. S. Harrington, librarian.
450	200	125	.....	.....	.....	.....	.....	476	.....	E. B. Prettyman.
40	25	10	.....	.....	.....	.....	.....	10	.....	.....
100	1,500	82	.....	.....	.....	5,000	.....	1,000	.....	Joseph S. Sheffoe.
500	200	100	.....	.....	.....	.....	.....	400	.....	W. H. Morris, secretary.
.....										
500	500	100	.....	1,100	.....	.....	.....	500	.....	I. D. Warfield, A. M.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Bro. Thomas, librarian.
250	150	50	.....	150	.....	.....	.....	25	.....	Bro. Dominic, superintendent.
100	50	60	200	2,000	200	.....	.....	100	.....	R. W. Silvester.
1,000	20	15	250	.....	.....	300	.....	100	.....	Rowland Watts, A. M.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Henry Onderdonk.
.....	.....	70	.....	.....	.....	.....	.....	.....	.....	.....
.....	150	.....	.....	.....	.....	.....	.....	260	.....	Rev. G. E. Viger, librarian.
75	56	15	80	.....	.....	32	.....	32	.....	Lucian S. Tilton.
500	50	25	.....	.....	.....	.....	.....	35	.....	William H. Purnell.
.....	125	.....	600	250	.....	.....	.....	125	.....	Chas. W. Ely, principal.
200	.....	.....	.....	.....	.....	.....	.....	.....	.....	Chas. N. Beard.
100	400	100	400	100	.....	300	.....	300	10,000	Rev. Elias F. Schaueraek, rector.
800	106	146	1,607	489	.....	206	.....	104	.....	G. V. Yence, secretary.
200	25	50	3,000	2,000	.....	.....	.....	42	.....	Duncan C. Lyle.
1,000	500	.....	.....	.....	.....	.....	.....	500	.....	Rev. Edward P. Allen.
.....										
180	12	60	.....	.....	.....	.....	.....	.....	.....	Dr. D. Thomas Leshner, assistant librarian.
500	.....	.....	.....	.....	.....	50	.....	.....	.....	Rev. Edward D. Stone.
500	.....	.....	.....	.....	.....	.....	.....	.....	.....	T. N. Lewis.
6,000	1,500	120	.....	.....	.....	.....	.....	1,000	.....	A. J. Maas, S. J., librarian.
1,000	520	200	20,222	300	.....	.....	.....	401	.....	Mary O. Nash, librarian.
922	472	191	28,201	1,267	2,000	.....	.....	671	.....	W. F. Davis, librarian.
.....	624	64	17,446		591			252		Frances M. Binney, librarian.
741	318	63			477			211		John F. Johnson, proprietor.

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1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Amherst.....	Amherst College Library ..	1821	O.	C.	B.	F.	Col	56,000
Amherst.....	Observatory Library....	1881	O.	C.	R.	F.	Sci	1,100
Amherst.....	Amherst Public Library ...	1874	.....	T.	B.	F.	Gen	5,399
Amherst.....	Home School for Girls.....	.....	.....	.....	.....	.....	Sch	1,000
Amherst.....	Massachusetts Agricultural College Library.	1885	O.	T.	B.	F.	Col	10,590
Andover.....	Abbott Academy.....	1829	O.	C.	B.	.....	Sch	3,125
Andover.....	Andover Theological Seminary.	1807	O.	C.	B.	.....	Theol.....	48,763
Andover.....	Memorial Hall Library.....	1871	O.	C.	B.	F.	Gen	12,101
Andover.....	Taylor Memorial Library (Phillips Academy.)	1875	.....	T.	R.	F.	Sch	2,700
Arlington	Arlington Public Library..	1835	R.	T.	B.	F.	Gen	11,854
Arlington	High School.....	.....	.....	.....	.....	.....	Sch	1,000
Ashburnham	Cushing Academy	1875	O.	C.	B.	F.	Sch	2,800
Ashburnham	Stevens Public Library	1883	O.	T.	B.	F.	Gen	2,013
Ashby.....	Ashby Free Public Library..	1874	R.	T.	B.	F.	Gen	1,485
Ashfield*.....	Ashfield Library Association.	1868	.....	.....	.....	S.	Gen	2,550
Ashland.....	Ashland Public Library....	1880	O.	T.	B.	F.	Gen	3,067
Asylum Station ..	Danvers Hospital Library..	1878	State.	T.	B.	.....	Gen	2,000
Athol.....	Athol Public Library.....	1878	R.	T.	B.	F.	Gen	3,300
Attleboro.....	Public Library.....	1885	R.	T.	B.	F.	Gen	3,000
Auburn	Free Public Library	1872	R.	.....	B.	F.	Gen	2,000
Auburndale	Laselle Seminary	1851	O.	C.	R.	F.	Sch	1,921
Ayer	Public Library.....	1869	City.	T.	B.	F.	Gen	5,511
Ballard Vale.....	Bradlee Library.....	1878	.....	Private	B.	F.	Gen	1,560
Barre*.....	Town Library.....	1857	.....	.....	.....	F.	Gen	3,034
Barnstable.....	Sturgis Library.....	1867	O.	C.	B.	F.	Gen	11,767
Bedford*.....	Free Public Library.....	1876	.....	.....	.....	F.	Gen	1,823
Belmont	Public Library.....	1868	City.	T.	B.	F.	Gen	7,372
Bernardston	Powers Institute.....	.....	.....	.....	.....	.....	Gen	6,000
Beverly.....	Public Library.....	1855	City.	T.	B.	F.	Gen	11,514
Beverly*.....	Wilson's Circulating Library.	1872	.....	.....	.....	S.	Social	1,000
Billerica	Bennett Public Library....	1880	O.	C.	B.	S.	Gen	1,769
Blackinton	Free Library.....	1859	.....	T.	B.	F.	Gen	2,286
Blackstone	Free Public Library	1855	R.	T.	B.	F.	Gen	4,695
Bolton	Public Library.....	1856	City.	T.	B.	F.	Gen	2,427
Boston.....	Academy of Notre Dame.....	.....	.....	.....	.....	.....	Sch	2,000
Boston.....	American Academy of Arts and Sciences.	1780	R.	C.	B.	F.	Sci.	22,000
Boston.....	American Baptist Missionary Union.	1814	R.	C.	R.	F.	.....	1,500
Boston.....	American Board of Commissioners for Foreign Missions.	1810	R.	C.	B.	F.	.....	7,921
Boston.....	Bar Association of the City of Boston.	1885	R.	C.	R.	S.	Law	6,000
Boston.....	Boston Asylum and Farm School.	1835	O.	.....	B.	F.	A. & R....	1,000
Boston.....	Boston Athenæum.....	1807	O.	C.	B.	S.	Gen	173,831
Boston.....	Boston City Hospital Medical Library.	1872	O.	C. & T.	R.	S.	Med	1,925
Boston.....	Boston College Library	1863	O.	C.	B.	F.	Col	20,055
Boston.....	Boston College Reading Room Library.	1890	.....	C.	B.	F.	.....	3,125

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
20,000	1,800		6,000				\$60,000	\$83,800		William I. Fletcher, librarian.
400	28	62	30	150				10		David P. Todd, director.
	677		12,972		\$400	\$774	1,000	819		Henry H. Goodell, director.
	590		4,196				7,962			Mrs. R. G. Williams.
	50	550	20			44		370		H. H. Goodell, president.
19,000	520	2,000	3,900							W. F. Draper, treasurer.
6,799	363	131	21,142	496		2,123	20,000	505	\$41,993	W. L. Ropes, librarian.
200								100		Ballard Holt, librarian.
	553		33,198		2,000	1,442	15,100	667		Cecil F. P. Bancroft.
	100		1,800	1,000		100		100		Elizabeth J. Newton, librarian.
	179		6,950						10,000	A. G. Fisher.
	75		1,781		125					Alfred H. Evans, librarian.
	200		5,696			375		204		Lona M. Davis, librarian.
1,000	400	200						50		Horace S. Brooks.
5	100		12,567	500			500	300		George T. Higley, trustee.
	195				600					Galen Clapp.
100	40	18	1,876	25			2,488	10		M. S. Doane, librarian.
150	194						200			N. A. Blockinton, librarian.
	2,482	50	9,516		350					L. P. Merrian.
	10		1,800							
	243					883	15,000	92		L. S. Loring, librarian.
	395		8,724		800	251		461		Edward W. Brown, librarian.
150	569	24	25,056		1,566			646		C. L. Mitchell.
										Martha P. Smith, librarian.
500	160	204	680	60			9,000	120	9,000	Miss L. B. Parker, librarian.
50	88	14	2,146	26	100	33		120		O. A. Archer.
77	155		5,158		456	18		78		Wm. A. Cole, librarian.
	75		2,423					73		Miss F. C. Newton, librarian.
2,000			147			8,380	139,568	650		Sister Mary Bernardine.
						50		50		Elliott C. Clarke, treasurer.
	95							83		E. F. Merriam.
	150	100								N. G. Clark, secretary and librarian.
500	75	10				119		119		E. L. Bynner, librarian.
70,000	3,550	1,177	52,792			25,442	537,760	7,380	197,438	Charles H. Bradley, superintendent.
2,500	986	600				500	3,500	500		C. A. Cutter, librarian.
3,000	2,068	300		5,400				748		G. H. M. Rowe, M. D., superintendent.
300	2,125	200	606	4,800		1,200		1,200		Henry J. Shandelle, S. J., librarian.
										Henry J. Shandelle, S. J., librarian.

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State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Boston.....	Boston Latin School Association Library.	1635	.....	T.	R.	.....	Sch.....	4,168
Boston.....	Boston Library Society....	1792	O.	C.	B.	S.	Gen.....	29,451
Boston.....	Boston Lunatic Hospital Library.	1864	O.	T.	B.	F.	A. & R....	1,171
Boston.....	Boston Medical Library Association.	1876	O.	C.	B.	S.	Med.....	21,565
Boston.....	Boston Scientific Society...	1876	R.	C.	B.	F.	Sci.....	1,500
Boston.....	Boston Society of Natural History.	1830	O.	C.	B.	F.	Hist.....	21,116
Boston.....	Boston Turn Verein.....	1849	O.	C.	B.	F.	Gen.....	2,300
Boston.....	Boston University.....	.....	.....	.....	.....	.....	Col.....	33,000
Boston.....	Boston University Law Library.	1872	O.	C.	R.	.....	Law.....	6,000
Boston.....	Boston University School of Medicine.	.....	O.	C.	B.	F.	Med.....	2,724
Boston*.....	Boston School of Theology.	1847	.....	.....	.....	F.	Theol.....	5,500
Boston.....	Bureau of Statistics of Labor.	1869	O.	T.	R.	F.	.....	10,000
Boston.....	Carter's Circulating Library.	1870	.....	.....	B.	S.	Social.....	5,600
Boston*.....	Central Library.....	1870	.....	.....	.....	S.	Social.....	1,500
Boston.....	Congregational Library....	1853	O.	C.	R.	F.	Social.....	30,181
Boston.....	Directory Library.....	1846	R.	.....	R.	F.	Gen.....	2,500
Boston.....	Franklin Typographical Society.	1825	O.	C.	B.	F.	.....	3,000
Boston*.....	Gannett Institute.....	1854	.....	.....	.....	.....	Sch.....	3,900
Boston*.....	General Theological Library.	1860	.....	.....	.....	.....	Theol.....	15,000
Boston.....	Grand Lodge of Masons....	1864	O.	C.	R.	F.	Mas.....	5,000
Boston.....	High School (Girls').....	.....	.....	.....	.....	.....	Sch.....	2,668
Boston*.....	House of Industry.....	1849	.....	.....	.....	F.	A. & R....	1,500
Boston.....	Lending Library of the Society to Encourage Studies at Home.	1875	.....	C.	B.	S.	Gen.....	2,244
Boston.....	Library of the Museum of Fine Arts.	1879	O.	C.	R.	F.	Sci.....	1,375
Boston.....	Little Wanderer's Library.	1865	O.	C.	.....	.....	Gen.....	1,000
Boston.....	Loring's Select Library....	1859	R.	C.	B.	S.	Social.....	13,000
Boston.....	Massachusetts College of Pharmacy.	1867	O.	C.	R.	F.	Med.....	3,600
Boston*.....	Massachusetts General Hospital Treadwell Library.	1857	.....	.....	.....	S.	Med.....	7,000
Boston.....	Massachusetts Historical Society.	1791	O.	C.	B.	F.	Hist.....	36,000
Boston.....	Massachusetts Horticultural Society.	1829	O.	C.	B.	F.	Sci.....	6,300
Boston.....	Massachusetts Institute of Technology.	1870	O.	C.	B.	F.	Sci.....	22,788
Boston.....	Massachusetts New Church Union.	1864	O.	C.	B.	F.	Theol.....	2,162
Boston*.....	Medical Library Association.	1875	.....	.....	.....	S.	Med.....	15,000
Boston*.....	Merrill's Library.....	1872	.....	.....	.....	S.	Social.....	5,000
Boston.....	Miss Ireland's School.....	.....	.....	.....	.....	.....	Sch.....	1,500
Boston*.....	Mrs. and Miss Wesselhofts' Home and Day School for Girls.	.....	.....	.....	.....	.....	Sch.....	1,200
Boston*.....	Mundie Library.....	1883				S.	Gen.....	4,000
Boston.....	Naval Library and Institute (U. S.).	1842	O.	T.	R.	S.	Govt.....	3,000

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1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Boston.....	New England Historical Genealogical Society Library.	1845	O.	C.	R.	F.	Hist.....	22, 263
Boston.....	New England Methodist Historical Society's Library.	1880	R.	C.	R.	F.	Hist.....	4, 020
Boston.....	North Bennett Street Industrial School Library.	1880	.....	C.	B.	F.	Sch.....	1, 322
Boston.....	Odd Fellow's Library.....	1854	O.	C.	B.	F.	I. O. O. F..	3, 380
Boston *	Osgood's Circulating Library.	1874	.....	.....	.....	S.	Social.....	1, 000
Boston.....	Post Library, Fort Warren.	1850	O.	T.	B.	F.	Gar.....	1, 385
Boston.....	Public Library of the City of Boston.	1852	O.	T.	B.	F.	Gen.....	556, 283
Boston.....	Roxbury High School.....	.....	.....	.....	.....	.....	Sch.....	2, 200
Boston *	Sage's Circulating Library.	1874	.....	.....	.....	S.	Social.....	2, 500
Boston.....	Shawmut Congregational Library.	1883	O.	C.	B.	F.	.....	1, 500
Boston.....	Social Law Library	1804	.....	T.	B.	Sub.	Law.....	25, 000
Boston.....	State Board of Health.....	1869	O.	T.	R.	.....	San-Sci...	3, 000
Boston.....	State Library of Massachusetts.	1826	O.	T.	R.	F.	State.....	73, 324
Boston.....	Well's Memorial Library ..	1879	O.	C.	R.	S.	Gen.....	1, 000
Boston.....	Young Men's Christian Association.	1851	O.	C.	B.	S.	Y. M. C. A.	4, 800
Boston *	Young Men's Christian Association.	1867	.....	.....	.....	.....	Social.....	1, 200
Boston.....	Young Men's Christian Union Library.	1851	O.	C.	B.	S.	Y. M. C. A.	11, 638
Boston.....	Young Women's Christian Association.	1886	.....	C.	B.	F.	.....	1, 100
Boxford.....	Public Library.....	1873	O.	T.	B.	F.	Gen.....	1, 350
Boylston Center..	Boylston Public Library...	1880	O.	T.	B.	F.	Gen.....	3, 093
Bradford.....	Bradford Academy.....	1803	O.	C.	B.	F.	Sch.....	5, 294
Bradford.....	Bradford High School Library.	.....	.....	T.	B.	F.	Sch.....	1, 000
Braintree*	Thayer Public Library.....	1874	.....	.....	.....	F.	Gen.....	7, 500
Brewster.....	Brewster Ladies' Library ..	1852	O.	C.	B.	S.	Social.....	2, 400
Bridgewater.....	Public Library.....	1879	O.	T.	B.	F.	Gen.....	8, 449
Bridgewater*	State Normal School	1840	.....	.....	.....	F.	Sch.....	4, 000
Brimfield.....	Hitchcock Free High School	1855	.....	T.	B.	F.	Sch.....	1, 950
Brimfield.....	Public Library.....	1878	O.	T.	B.	F.	Gen.....	2, 600
Brockton.....	Public Library.....	1867	R.	T.	B.	F.	Gen.....	16, 321
Brookfield.....	Merrick Public Library....	1867	O.	T.	B.	F.	Gen.....	11, 363
Brookline.....	Public Library.....	1857	O.	T.	B.	F.	Gen.....	37, 477
Burlington.....	Burlington Library	1858	O.	T.	B.	F.	Gen.....	2, 170
Cambridge.....	Cambridge Circulating Library.	1853	R.	C.	B.	S.	Social.....	2, 000
Cambridge.....	Cambridge Entomological Club.	1874	.....	C.	B.	.....	Sci.....	1, 500
Cambridge.....	English High School Library.	1850	O.	T.	B.	F.	Sch.....	2, 650
Cambridge.....	Episcopal Theological School.	1867	O.	C.	B.	F.	Theol.....	5, 000
Cambridge.....	Harvard University Library.	1638	O.	C.	B.	F.	Col.....	292, 000
Cambridge.....	Astronomical Observatory Library.	1847	O.	C.	R.		Col.....	7, 176

of over 1,000 volumes—Continued.

[illegible]

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1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>	Harvard University Library—Continued.							
Cambridge.....	Botanic Garden, Gray Herbarium Library.	1864	O.	C.	R.	F.	Sci.....	6,000
Cambridge.....	Bussey Institution Library at Jamaica Plain.	1871	O.	C.	B.	F.	Sci.....	6,200
Cambridge.....	Divinity School Library	1825	O.	C.	B.	F.	Theol.....	23,360
Cambridge.....	Library of 1770.....	1770	O.	C.	B.	S.	Col. Soc....	2,700
Cambridge.....	Law School	1817	O.	C.	R.	.....	Law	28,157
Cambridge*.....	Medical School at Boston.	1782	.....	.....	.....	.....	Med	1,500
Cambridge.....	Museum of Comparative Zoölogy.	1861	O.	C.	R.	F.	Sci.....	21,989
Cambridge.....	Natural History Society	1837	O.	C.	B.	F.	Col. Soc....	1,250
Cambridge*.....	Porcellian Club	1803	.....	.....	.....	.....	Sci.....	10,000
Cambridge.....	New Church Theological Seminary.	.....	.....	.....	.....	.....	Theol.....	1,000
Cambridge.....	Peabody Museum Library	1866	O.	C.	B.	F.	.....	1,208
Cambridge.....	Public Library	1857	O.	T.	B.	F.	Gen.....	34,000
Cambridge.....	Society for the Collegiate Instruction of Women.	1889	.....	C.	B.	F.	.....	5,000
Cambridgeport ..	Abbott Parker Library	1867	R.	.....	B.	S.	Gen.....	1,100
Cambridgeport* ..	E. F. Hunt & Co.'s Circulating Library.	1833	.....	.....	.....	S.	Social.....	3,100
Canton	Public Library	1874	O.	T.	B.	F.	Gen.....	7,417
Carlisle	Free Public Library	1872	R.	T.	B.	F.	Gen.....	1,154
Charlton *	Public Library .....	.....	.....	.....	.....	F.	Gen.....	1,000
Charlestown	State Prison Library .....	.....	O.	T.	B.	F.	A. & R....	5,791
Chelmsford	Chelmsford Social Library	1794	.....	C.	B.	S.	Social.....	1,687
Chelsea.....	Boyden's Circulating Library.	1868	R.	.....	B.	S.	Social.....	3,000
Chelsea.....	Fitz Public Library.....	1868	O.	T.	B.	F.	Gen.....	13,205
Chelsea.....	High School .....	.....	.....	.....	.....	.....	Sch	1,000
Chelsea*.....	Williams and Riford's Circulating Library.	.....	.....	.....	.....	S.	Social.....	1,000
Cheshire.....	Cheshire Library	1866	O.	C.	B.	S.	Gen.....	2,887
Chestertown.....	High School .....	.....	.....	.....	.....	.....	Sch	3,500
Chicopee.....	City Library	1853	.....	T.	.....	F.	Gen.....	12,637
Cliftondale	Public Library	1888	R.	C.	B.	F.	Gen.....	1,000
Clinton	Bigelow Free Public Library.	1873	.....	T.	B.	F.	Gen.....	17,419
Cohasset.....	Free Public Library	1880	.....	T.	B.	F.	Gen.....	5,050
Concord	Free Public Library	1851	O.	T.	B.	F.	Gen.....	24,000
Concord	Massachusetts Reformatory	1884	State.	T.	B.	F.	A. & R....	4,400
Conway.....	Town Library	1878	City.	C.	B.	S.	Gen.....	1,723
Cummington.....	Bryant Free Library	1872	O.	T.	B.	F.	Gen.....	6,700
Dalton.....	Free Public Library	1885	.....	T.	B.	F.	Gen.....	2,225
Danvers	Lunatic Hospital Library ..	1873	.....	C.	R.	F.	A. & R....	1,200
Danvers	Peabody Institute Library	1866	R.	C.	B.	F.	Gen.....	14,234
Dedham	Dedham Historical Society.	1859	O.	C.	R.	F.	Hist.....	3,500
Dedham	Norfolk County Law Library.	1815	.....	T.	R.	F.	Law	2,300
Dedham	Public Library	1871	O.	T.	B.	F.	Gen.....	10,796
Deerfield*.....	Dickinson Library	1878	.....	.....	.....	F.	.....	2,240
Deerfield	Pocnetuck Valley	1870	.....	C.	B.	F.	Social.....	5,128
Dorchester	High School						Sch	1,800
Dudley	Conant Library		O.	Private	B.	S.	Gen.....	2,160

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10	11	12	13	14	15	16	17	18	19	20
3,000	100	200				\$1,100		\$300		B. L. Robinson, assistant librarian. T. H. Stover, dean.
3,706	1,764	411	1,773					462		Robert S. Morrison, librarian.
3,544	1,705	226				150	\$300	68	\$8,000	J. B. Eustice, jr., librarian.
							47,021	4,003	140,000	John H. Arnold, librarian.
147	705	147								
600	25	40								H. Gardner Nichols.
1,322	70	98								F. W. Putnam.
	3,635		110,446		\$13,500			4,000	80,000	Miss Almira L. Hayward.
						500		500		Arthur Gilman, secretary.
	100							125		Abbott Parker.
250	512	39	22,792 1,244		1,050 69	235	5,000	800 25		Henry F. Jenks, trustee. Sidney A. Bell, trustee.
	78		18,632						900	J. W. F. Barnes, chaplain.
	28		1,903			52	800	38		Mrs. E. T. Adams, librarian.
100										Geo. C. Boyden.
1,130	696	105	64,599	6,342	4,500	232		1,049		Miss Medora J. Simpson. A. E. Briggs.
	50		1,392			61				Emma E. Martin.
	818		28,137 1,300		2,400			1,100		J. O. Morris. John D. White.
	912	151	34,095		2,205	1,000		1,223		Edward B. Kent, librarian. Charlotte L. Green, librarian.
	243		7,933		500			333		Miss S. B. Collier.
	874		20,291		2,122	1,000	47,000	1,338	70,000	Ellen F. Whitney.
	500		6,000					500		Joseph F. Scott, superintendent.
100			1,600	300		114	1,200			Henry W. Billings, librarian.
500	100	100	2,000	100	75			50		L. H. Tower, librarian.
	146		9,915		425			249		William Dermady, librarian.
1,100	50	200						112		Charles W. Page, superintendent.
500	500	75	19,000				50,000			Emilie K. Davis, librarian.
3,500	228	438					100		2,000	John H. Burdakin, librarian.
50	60	12						203		Erastus Worthington, librarian.
	541		18,933		2,250	361	5,625	790	35,000	Miss F. M. Mann, librarian.
5,563	43	85								George Sheldon, librarian.
50	25	36	500	400		300		298	6,000	Chas. J. Lincoln. Alfred G. Collins.

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1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Dunstable	Free Library	1878		T.	B.	F.	Gen	1,887
East Boston*	Marno's Circulating Library	1881				S.	Social	1,600
East Bridgewater	Public Library	1884		T.	B.	F.	Gen	1,780
East Cambridge*	Circulating Library	1880				S.	Social	1,362
East Cambridge	Middlesex County Law Library.	1815			R.	S.	Law	7,000
East Cambridge*	St. John's Literary Institute.	1854				F.	Social	1,200
East Dennis	Association Library	1867		C.	B.	S.	Gen	1,309
East Douglas	Douglas Free Public Library.	1879	R.	T.	B.	F.	Gen	2,023
Easthampton	Public Library Association.	1880	O.	T.	B.	S.	Gen	9,305
Easthampton	Williston Seminary	1841		C.	B.		Sch	3,000
East Orleans	Orleans Library Association.	1853	O.	C.	B.	S.	Gen	1,642
East Saugus	East Saugus Circulating Library.	1865	R.		B.	S.	Social	1,379
Enfield	Public Library	1880		T.	B.	F.	Gen	2,000
Erving	Town Library	1874	R.	T.	B.	F.	Gen	1,031
Everett	Public Library	1879	R.	T.	B.	F.	Gen	7,223
Fairhaven	Library Association	1860	R.	C.	B.	S.	Gen	3,000
Fall River	B. M. C. Durfee High School Library.	1887			B.	F.	Sch	1,314
Fall River	Public Library	1861	R.	T.	B.	F.	Gen	39,000
Falmouth*	Falmouth Circulating Library.	1876						1,500
Falmouth	First Congregational Church Library.	1822		C.	B.	F.	Social	1,145
Fells	Boston Rubber Shoe Company's Library.	1873		C.	B.	F.	Social	1,320
Fitchburg	Fitchburg Law Library			C.	R.		Law	1,200
Fitchburg	Public Library	1859	O.	T.	B.	F.	Gen	24,000
Foxboro*	Boyden Library	1869				F.	Gen	3,000
Framingham	Framingham Normal School	1840		T.	B.	F.	Sch	2,500
Framingham	Town Library	1855	O.	T.	B.	F.	Gen	14,536
Franklin	Public Library	1785	R.	T.	B.	F.	Gen	4,820
Gardner	Levi Heywood Memorial Library.	1836	O.	C. & T.	B.	F.	Gen	4,019
Georgetown*	Peabody Library	1869				F.	Gen	6,431
Gill	Town Library	1872	R.	T.	B.	F.	Gen	1,141
Gloucester	High School						Sch	1,000
Gloucester*	Proctor Circulating Library.	1851				S.	Social	2,500
Gloucester*	Sawyer Free Library	1854				F.	Gen	7,000
Grafton*	Free Public Library	1866				F.	Gen	5,044
Great Barrington	Free Library	1881		T.	B.	F.	Gen	5,000
Great Barrington*	Sedgwick Institute						Sch	5,000
Greenfield*	Free Library	1881				F.	Gen	3,000
Greenfield	Law Library Association of Franklin County.	1856		T.	R.	F.	Law	3,454
Greenfield	Library Association	1854	O.	C.	B.	S.	Gen	9,072
Greenfield*	Moody's Circulating Library.	1872				S.	Social	1,200
Groton	Groton School						Sch	3,000
Groton	Lawrence Academy	1828		C.	B.	F.	Sch	2,600
Groton	Public Library	1854		T.	B.	F.	Gen	5,699
Groton	School Library	1884		C.	B.	F.	Sch	1,725
Hadley*	Conant's Library	1881				S.		2,100
Hadley	Young Men's Library Association.	1856		C. & T.	B.	S.	Social	2,233
Halifax	Holmes Public Library	1876		T.	B.	F.	Gen	1,845
Harvard*	Broomfield School	1877					Sch	1,000

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Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
.....	50	.....	987	.....	\$58	.....	.....	\$38	.....	Clara P. Jewett, librarian.
200	133	11	6,233	.....	250	\$24	.....	125	.....	Lucy L. Siddall, librarian.
.....	.....	.....	.....	.....	.....	.....	.....	2,000	.....	.....
.....	48	.....	1,309	.....	.....	1,022	\$500	47	.....	B. E. Hall, librarian.
.....	371	.....	6,930	.....	291	.....	.....	230	.....	Mrs. A. L. Buffington, librarian.
.....	293	.....	13,050	.....	700	366	1,500	368	\$21,000	C. H. Johnson, treasurer.
.....	104	.....	1,000	.....	.....	.....	.....	250	.....	Wm. Gallagher.
50	15	21	.....	.....	.....	.....	.....	16	.....	Emma J. Linnell, librarian.
.....	25	.....	600	.....	.....	.....	.....	35	.....	Henry J. Mills.
.....	300	.....	3,380	.....	111	14	3,00	160	.....	Martha S. Hone, librarian.
25	49	8	2,873	.....	50	.....	.....	50	.....	P. L. Rankin.
.....	843	.....	29,324	.....	1,000	.....	.....	1,007	.....	Miss P. F. Hagar.
.....	37	.....	3,802	.....	.....	53	1,000	.....	.....	Miss Buffington.
.....	45	.....	1,125	189	.....	115	.....	.....	.....	Frank S. Karr, librarian.
.....	2,223	.....	93,882	46,824	9,084	.....	.....	4,836	.....	William R. Ballard.
.....	24	.....	25	.....	.....	.....	.....	22	.....	S. F. Robinson.
.....	.....	.....	960	.....	.....	.....	.....	.....	.....	Boston Rubber Shoe Co.
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. H. Whittemore.
.....	1,555	58	44,918	2,547	4,000	2,122	100	2,152	84,000	P. C. Rice, librarian.
.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	500	.....	39,116	.....	1,000	2,001	47,500	1,099	28,500	Sidney A. Phillips, treasurer.
275	175	20	9,642	.....	750	500	3,000	175	.....	Ella G. Campbell, librarian.
.....	414	.....	11,100	.....	596	949	25,000	526	33,000	Nelly S. Osgood, librarian.
.....										
50	131	15	1,768	.....	100	43	.....	137	.....	Albert Sanderson.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	A. N. Bacheler.
.....										
50	400	20	20,000	500	500	175	.....	450	.....	A. C. Collins, librarian.
.....										
209	165	13	.....	.....	500	.....	.....	79	.....	Franklin G. Fessenden.
.....	413	.....	5,432	.....	.....	130	10,000	530	5,500	Helen L. Mann, librarian.
.....										
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Rev. Endicott Peabody.
.....	436	.....	8,100	780	245	210	3,500	573	.....	A. O. Tower.
89	176	18	.....	.....	.....	2,000	.....	600	.....	Emma F. Blood, librarian.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Hugh David Scott, librarian.
.....	72	.....	2,500	.....	95	22	215	75	.....	F. Bonney, librarian.
.....	20	.....	2,543	50	.....	62	.....	.....	.....	J. T. Thomas.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Harvard.....	Public Library.....	1808	O.	T.	B.	F.	Gen	3,563
Harwich.....	Brooks Library	1887				F.	Gen	4,000
Hatfield	Public Library.....	1870		T.	B.	F.	Gen	3,500
Haverhill*.....	Morse and Son's Circulating Library.	1869				S.	Social.....	1,500
Haverhill.....	Public Library.....	1873	O.	C. & T.	B.	F.	Gen	5,200
Haydenville	Haydenville Library Association.	1884	O.	T.	B.	S.	Gen	1,050
Hingham	Public Library.....	1869	O.	C.	B.	F.	Gen	7,000
Hinsdale	Public Library.....	1864	O.	T.	B.	F.	Gen	4,000
Holbrook	Public Library.....	1874		T.	B.	F.	Gen	6,000
Holden	Gale Free Library (High School).	1888	O.	T.	B.	F.	Gen	3,697
Holden*	Library Association	1877				S.	Gen	1,314
Holliston	Public Library.....	1879	R.	T.	B.	F.	Gen	4,436
Holyoke	Public Library.....	1870		T.	B.	F.	Gen	14,450
Holyoke	Teachers Professional Library.	1879		C.	R.		Sch	1,050
Hopedale	High School.....						Sch	1,000
Hopkinton	Public Library.....	1890	R.	C.	B.	F.	Gen	2,551
Housatonic	Cone Library	1869	O.	C.	B.	F.	Gen	3,658
Hubbardston	Free Public Library	1872		T.	B.	F.	Gen	6,000
Hudson	Public Library.....	1868		T.	B.	F.	Gen	5,873
Hyde Park*	Public Library.....	1874				F.	Gen	8,000
Ipswich	Public Library.....	1868	O.		B.	F.	Gen	11,500
Kingston	Library Association.....	1871	R.	C.	B.	S.	Gen	1,802
Lancaster*	State Industrial School for Girls.	1860				F.	A. & R ...	1,700
Lancaster	Town Library.....	1862	O.	T.	B.	F.	Gen	22,464
Lanesboro*	Elmwood Institute.....	1844					Sch	1,000
Lanesboro	Town Library.....	1874		T.	B.	F.	Gen	1,550
Lawrence.....	Pacific Mills Library.....	1854	O.	C.	B.	F.	Social.....	9,000
Lawrence.....	Public Library.....	1872	O.	T.	B.	F.	Gen	33,962
Lee	Public Library.....	1874		T.	B.	F.	Gen	4,193
Leicester	Public Library.....	1861		T.	B.	F.	Gen	7,066
Lenox	Lenox Library.....	1855		T.	B.	F.	Gen	9,118
Leominster	Public Library.....	1852		T.	B.	F.	Gen	12,360
Lexington	Cary Library	1868		T.	B.	F.	Gen	13,845
Lincoln	Lincoln Library.....	1871	O.	T.	B.	F.	Gen	4,495
Littleton.....	Ruben Hoar Library	1885				F.	Gen	2,500
Lowell.....	City Library.....	1844	R.	T.	B.	F.	Gen	44,000
Lowell.....	House of Employment and Reformation.			T.	B.	F.	Gen	1,500
Lowell.....	Middlesex Mechanics' Association.	1825	O.	C.	B.	S.	Social	21,260
Lowell.....	Rector's Library	1875			R.	S.	Theol.....	4,000
Lowell*.....	Young Men's Catholic Library Association.	1855			B.	F.	Social.....	1,000
Lunenburg	Public Library.....	1853		T.	B.	F.	Gen	3,044
Lynn*	Cotton's Circulating Library.	1881				S.	Social.....	1,200
Lynn	Free Public Library	1862		T.	B.	F.	Gen	44,821

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10	11	12	13	14	15	16	17	18	19	20
	99		4,203		\$100		\$200	\$131		Emma Willard, librarian.
	150		7,800		250			100		John H. Sanderson, librarian.
3,699 100	1,813	191 13	69,787 2,717		2,129 94	\$4,311	122,905	2,998	\$49,543	Edward Capen, librarian. A. R. Thatcher, librarian.
	237		12,360				25,000	250	11,000	Hawkes Fearing, librarian.
			3,500	500	292					G. T. Plunkett, director.
	293		12,159		800	100	3,000	320		John Underhay, treasurer.
	189		6,334	168	200			200		Mrs. A. M. Holden, librarian.
32	147	6	9,700	125	392		1,260	183		Josephine E. Rockwood, librarian.
	950		45,000		3,000		1,400			H. B. Lawrence, librarian.
	136					270		200		L. J. Bancroft.
			5,220				500			Jessie J. Macmillan, librarian.
	96		4,736							Emma S. Judd.
	150		5,309		223			192		L. Woodward.
	551		23,824	383	700	320		475		W. H. Small, chairman.
450	150	450	11,000			1,000	32,500	400	20,000	Zenas Cushing, president,
	38		1,300					30		Emma T. Ransom, secretary.
12,428	902	652	12,336		1,000	890	8,700	889	30,000	Alice G. Chandler, librarian.
	75		6,000		\$137			\$60		Chas. J. Palmer.
200			10,000							W. A. Whitney, librarian.
5,138	1,050	440	88,843	7,129	6,500	\$2,814		2,178	\$50,000	Frederick H. Hedge, librarian.
	155		5,200		300	134	\$500	241		Georgia B. Potter, librarian.
300	239	64	6,127		400		5,000	276		Samuel May, secretary.
	200		1,400		125	600	5,000	250		Richard Goodman, treasurer.
1,000	360	70	19,791		1,865	800	2,000	410		J. M. Bronson, librarian.
	732		20,573	3,904	1,430	898	12,072	1,173		James P. Munroe, secretary.
	245		3,126		708		7,000	341	30,000	Hulda A. Howes, librarian.
	3,341		57,350	7,608	15,255	13,691		5,525		Frank A. Chase, librarian.
	125									Wm. A. Lang, chaplain.
	732	221	5,944			3,706		625	20,000	A. L. Sargent, librarian.
1,800	50	100				30		30		A. St. John Chambré, rector.
	84		4,025		197	30	500	122		O. P. Abercrombie, trustee.
3,864	1,733	345	113,548	19,454	5,220	1,066	14,000	1,923		John C. Houghton, librarian.

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1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Malden*	Bazar Circulating Library	1881					Social.....	1,500
Malden*	Ladies' Exchange Circulating Library	1883	.....	.....	.....	S.	Social.....	1,000
Malden	High School Library	1870	.....	T.	B.	F.	Sch.....	1,500
Malden	Public Library	1879	O.	C. & T.	B.	F.	Gen.....	19,757
Manchester.....	Public Library	1871	.....	T.	B.	F.	Gen.....	6,088
Mansfield.....	Public Library	1884	.....	T.	B.	F.	Gen.....	2,455
Marblehead.....	Abbott Public Library.....	1877	.....	C. & T.	B.	F.	Gen.....	10,493
Marion*	Tabor Library	1855	.....	.....	.....	F.	.....	1,200
Marlboro	Public Library	1870	.....	C. & T.	B.	F.	Gen.....	11,190
Marlboro*	Unitarian Parish Library..	1847	.....	.....	.....	F.	Social.....	2,650
Medfield	Public Library	1872	.....	T.	B.	F.	Gen.....	4,100
Medford	Public Library	1856	O.	T.	B.	F.	Gen.....	13,414
Medway*	Dean Library	1860	.....	.....	.....	S.	.....	3,000
Melrose.....	Public Library	1871	.....	T.	B.	F.	Gen.....	9,174
Mendon.....	Taft Public Library	1881	O.	T.	B.	F.	Gen.....	2,953
Merrimac*	Public Library	1876	.....	.....	.....	F.	Gen.....	3,500
Methuen.....	Nevin's Memorial Library ..	1885	O.	C.	B.	F.	Gen.....	11,345
Methuen*	Public Library	1873	.....	.....	.....	F.	Gen.....	2,400
Middleboro	Free Public Library	1874	.....	T.	B.	F.	Gen.....	5,490
Middleton	Flint Public Library	1879	O.	.....	B.	F.	Gen.....	3,879
Milford	Town Library	1858	.....	T.	B.	F.	Gen.....	8,598
Millis.....	Public Library	1886	.....	T.	B.	F.	Gen.....	1,650
Millbury	Town Library	1864	.....	T.	B.	F.	Gen.....	6,300
Milton*	Public Library	1871	.....	.....	.....	F.	Gen.....	10,000
Monson.....	Flynt and Packard Library of Monson Academy.	1840	.....	C.	B.	F.	Sch.....	1,700
Monson.....	Free Library and Reading Room Association.	1877	O.	T.	B.	F.	Gen.....	4,786
Montague	Town Library	1869	R.	T.	B.	F.	Gen.....	3,579
Montague*	Turner's Falls Library Association.	1875	.....	.....	.....	S.	Social.....	1,300
Mount Hermon...	Mount Hermon Library.....	1884	O.	C.	B.	F.	Sch.....	3,286
Nahant.....	Public Library	1872	.....	T.	B.	F.	Gen.....	7,857
Nantucket.....	Admiral Sir Isaac Coffin's Lancasterian School Library.	1827	O.	C.	B.	.....	Sch.....	1,500
Nantucket.....	Nantucket Athenæum Library.	1836	O.	C. & T.	B.	.....	Gen.....	7,700
Natick.....	Morse Institute	1862	O.	T.	B.	F.	Gen.....	16,293
Needham*	Needham Library	1875	.....	.....	.....	S.	Gen.....	1,200
Needham	Public Library	1888	R.	T.	B.	F.	Gen.....	2,580
New Bedford	Free Public Library	1852	.....	T.	B.	F.	Gen.....	60,000
New Bedford	Friends' Academy	1812	.....	.....	.....	.....	Sch.....	1,000
New Bedford	High School .....	.....	.....	.....	.....	.....	Sch.....	9,469
New Bedford	Hutchinson's Circulating Library.	1864	R.	C.	B.	S.	Social.....	2,600
New Bedford	Swain Free School Library.	1882	O.	C.	R.	.....	Sch.....	1,628
New Bedford	Young Men's Christian Association Library.	1867	O.	C.	B.	F.	Y. M. C. A.	1,200

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10	11	12	13	14	15	16	17	18	19	20
100				4,000		\$10				George E. Gay.
3,978	2,033	383	70,064	4,961	\$4,560	2,947	\$34,084	\$2,156	\$100,000	L. A. Williams, librarian.
500	320	100	10,428	100	711	125		366		D. L. Bingham.
	117		10,450		300	30		250		Wm. A. Copeland, secretary.
500	554	60	23,921	975	600	1,352	17,500	454		Daniel Appleton, secretary.
	468		36,943		700	1,309	750	605		Sarah E. Cotting, librarian.
	170		11,000		320	75	1,500	275		J. Herbert Baker, secretary.
	1,075	35	41,200		2,200	1,415		722		M. E. Sargent.
1,313	455	85	31,425	143	1,000	22	575	1,000		Carrie M. Worthen, librarian.
150	145	29	3,472		380			89		Anna W. Gaskill.
	414		13,475	680		10,000		751	80,000	Mrs. Jane B. Crocker, librarian.
	156		21,834		722	107		483		Joseph E. Beals, secretary.
200	207	5	4,407	49		750	15,000	186	10,000	Samuel A. Fletcher, librarian.
	271		22,122		500	392		418		Nathl. Blake, librarian.
	150		4,000	100	200	139		281		Hester J. Richardson, librarian.
			10,362		534					H. T. Maxwell, librarian.
150	100	75	150	400			2,000	150		Annie J. Forehand, librarian.
	402		7,721		300		20,000	252		W. A. Squier, librarian.
25	108		5,570		377			132		Kate A. Armstrong, librarian.
200	261		917					71	31,211	Mary J. Miller, librarian.
	290	56	8,052		900			369		Jonathan E. Johnson, librarian.
200	75	30						150	2,000	E. B. Fox, principal.
4,000	200	284	13,900		343	740	4,000	238	3,500	Sarah F. Bannord, librarian.
	361	72	26,933	763		5,000		400	27,500	Nellie L. Fox, librarian.
	591		11,644		756	25		405		F. M. Dunn, librarian.
10,000	2,146	720	88,600		5,700	4,946	3,646	4,838		R. G. Ingraham, librarian.
350			20,000							R. G. Huling.
										H. S. Hutchinson.
200	200					500		500		Andrew Ingraham.
	40		500					50		W. E. Longeo.

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1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Newburyport.....	Public Library.....	1854	O.	T.	B.	F.	Gen.....	28,077
Newton.....	Free Library.....	1869	O.	T.	B.	F.	Gen.....	34,730
Newton Center ...	Newton Theological Institute.	1825	O.	C.	B.	F.	Theol.....	19,270
Newtonville.....	Newton High School.....						Sch.....	8,000
North Abington..	North Branch Abington Public Library.	1884		T.	B.	F.	Gen.....	3,000
North Adams.....	Public Library.....	1884	R.	T.	B.	F.	Gen.....	10,576
North Amherst...	Public Library.....	1869		T.	B.	F.	Gen.....	1,589
Northampton.....	Clark Institution for Deaf Mutes.	1867		C.		F.	Sch.....	1,746
Northampton.....	Hampshire Law Library...	1868				F.	Law.....	4,300
Northampton.....	Mary A. Burnham School for Girls.						Sch.....	2,500
Northampton*....	Northampton Lunatic Hospital.	1858					A. & R....	2,859
Northampton.....	Public Library.....	1860	O.	T.	B.	F.	Gen.....	24,000
Northampton.....	Smith College Reference Library.	1875		C.	B.	F.	Col.....	5,426
North Andover...	North Andover Library....	1874	R.	T.	B.	F.	Gen.....	7,500
North Attleboro..	Public Library.....	1869	R.	T.	B.	F.	Gen.....	4,000
North Billerica...	Talbot Library.....	1880		C.	B.	S.	Social....	2,086
Northboro*.....	Free Library.....	1868				F.	Gen.....	3,363
North Brookfield.	Appleton Library.....	1859	O.	C.	R.	F.	Theol.....	5,000
North Brookfield.	Free Public Library and Reading Room.	1880	R.	T.	B.	F.	Gen.....	4,550
North Chelmsford	North Chelmsford Library.	1872	O.	C.	B.	S.	Gen.....	2,680
North Easton.....	Ames Free Library.....	1883	O.	C.	B.	F.	Gen.....	13,024
Northfield.....	Public Library.....	1878		T.	B.	F.	Gen.....	3,481
Northfield.....	Talcott Library, Northfield Seminary.	1887	O.	C.	B.	F.	Sch.....	4,700
North Middleboro	Pratt Free School Library..	1865	O.	C.	B.	F.	Sch.....	1,044
North Reading*..	Flint Library.....	1872				F.	Gen.....	2,587
North Woburn...	Rumford Library.....	1840	O.	C.	B.	F.		1,600
Norton.....	Wheaton Female Seminary	1836	O.	C.		F.	Sch.....	5,000
Norwell.....	James Library.....	1874	O.	C.	B.	F.	Gen.....	2,200
Norwood.....	Public Library.....	1873	R.	T.	B.	F.	Gen.....	5,000
Orange.....	Public Library.....	1859		T.	B.	F.	Gen.....	3,893
Orleans.....	Snow Library.....	1877				F.	Gen.....	1,637
Osterville.....	Free Public Library.....	1881	O.	C.	B.	F.	Gen.....	1,500
Oxford.....	Free Public Library.....	1870		T.	B.	F.	Gen.....	4,500
Palmer*.....	State Primary School (public school).					F.	Sch.....	1,081
Palmer.....	Young Men's Library Association.	1878		T.	B.	F.	Gen.....	4,234
Paxton*.....	Free Public Library.....	1877				F.	Gen.....	1,197
Peabody.....	Peabody Institute Library.	1852	O.	C.	B.	F.	Gen.....	30,075
Peabody.....	Eben Dale Sutton Reference Library.	1867			R.	F.	Gen.....	2,865
Pembroke.....	Free Library.....	1878	R.	C.	B.	F.	Gen.....	1,760
Pepperell.....	Public Library.....	1878		T.	B.	F.	Gen.....	6,537
Petersham.....	Memorial Library.....	1879	O.	C. & T.	B.	F.	Gen.....	6,500
Phillipston.....	Phillips Free Public Library.	1862		T.	B.	F.	Gen.....	4,484
Pittsfield.....	Berkshire Athenæum.....	1871	O.	C. & T.	B.	F.	Gen.....	18,500
Pittsfield*.....	Berkshire County Law Library Association.	1856				S.	Law.....	3,000

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10	11	12	13	14	15	16	17	18	19	20
	890		34,646		\$2,328	\$1,500	\$35,000	\$929	\$16,500	John D. Parsons, librarian.
	2,117		105,988		11,280	1,070	11,000	3,735	60,000	Elizabeth P. Thurston, librarian.
	600		2,500				22,500	900	40,000	William B. Child.
	280		9,080					300		Edward J. Goodwin.
189	1,199	49	62,524		4,000			1,405		Mrs. E. P. Reed.
	69		2,973		100	83		71		Miss C. Augusta Dunton.
	156									Estella Cowles, librarian.
										Caroline A. Yale, principal.
										B. T. Capen.
	705		52,476		1,500		50,000	975	75,000	Caroline S. Laidley, librarian.
	302		4,600			559	1,000	559		M. E. Gorham, librarian.
2,050	400	61	11,500	200	500	366		425		A. L. Smith, secretary.
125	225	29	19,562	525	1,500			275		Irene W. Day, librarian.
162	119	52	3,016			272		100		Allan Bottomley.
							3,000	11		Rev. A. J. Dyer.
	152		16,130	396	1,000			170		Miss Emma S. Ludden, librarian.
	83		1,211			1,036	1,000	40		Emma J. Gay, librarian.
	289		13,639	473			40,000	416	65,000	Mary L. Lamprey, librarian.
	115		4,158		242			100		Mrs. F. J. Stockbridge, librarian.
500	100	150				45		45	20,000	
	50	10								B. J. Allan, principal.
	25						600			W. R. Cutter, secretary.
	500					1,000		1,000		Oara M. Pike.
	150	50	1,248				4,500	115		Helen L. Fogg, treasurer.
	500	5			700					Faustina P. Thompson, librarian.
	186		14,896		616	300		242		
200	50		1,400					100		Eliza G. Lovell, librarian.
500	175	125	5,123		424	250		424		John E. Kimball.
	170		9,825		500			140		O. P. Allen, librarian.
	689		34,930				163,900	976	60,000	J. Warren Upton, librarian.
				274			35,000	278		Augusta F. Daniels, librarian.
	68		2,000			93		90		Ellen F. Cox, librarian.
1,000	334	110	7,635					388		Mrs. M. F. Shattuck, librarian.
	1,200		7,000		130	350	1,500	450	14,500	Francis H. Lee.
							4,500			Mrs. T. H. Chaffin, librarian.
	857		32,227	20,000	4,000	540		80	50,000	Harlan H. Ballard, librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Plymouth	A. S. Burbank's Circulating Library.	1856	.....	.....	B.	S.	Social.....	1,000
Plymouth	Pilgrim Society's Library..	1820	O.	C.	R.	F.	Hist.....	1,250
Plymouth*	Plymouth County Law Library.	.....	.....	.....	.....	F.	Law.....	1,750
Plymouth	Public Library.....	1877	R.	C. & T.	B.	F.	Gen.....	10,000
Princeton.....	Public Library.....	1884	O.	T.	B.	F.	Gen.....	5,095
Provincetown* ..	Public Library.....	1874	.....	.....	.....	F.	Gen.....	3,442
Quincy	Thomas Crane Public Library.	1871	O.	T.	B.	F.	Gen.....	17,000
Randolph.....	Turner Free Library.....	1876	O.	C.	B.	F.	Gen.....	13,000
Reading	Public Library.....	1868	R.	T.	B.	F.	Gen.....	6,503
Rehoboth.....	Blanding Library	1886	.....	C.	B.	F.	Gen.....	1,500
Revere	Public Library.....	1880	.....	T.	B.	F.	Gen.....	4,000
Rochester	Free Public Library	1876	O.	T.	B.	F.	Gen.....	1,566
Rockland.....	Public Library.....	1878	R.	T.	B.	F.	Gen.....	8,053
Rockport*	Public Library.....	1871	.....	.....	.....	S.	Gen.....	2,400
Rowe	Town Library	1797	.....	T.	B.	F.	Gen.....	1,000
Rowley	Free Public Library	1891	.....	T.	B.	F.	Gen.....	1,140
Roxbury*	Corning's Circulating Library.	1873	.....	.....	.....	S.	Social.....	1,800
Roxbury.....	High School.....	.....	.....	.....	.....	.....	Sch.....	1,435
Roxbury.....	Notre Dame Academy.....	.....	.....	.....	.....	.....	Sch.....	1,947
Royalston	Raymond Public Library ..	1874	.....	T.	B.	F.	Gen.....	1,393
Rutland	Free Public Library.....	1865	.....	T.	B.	F.	Gen.....	1,391
Salem.....	American Association for the Advancement of Science.	1848	R.	C.	R.	S.	Sci.....	1,568
Salem.....	Classical High School.....	.....	.....	.....	.....	.....	Sch.....	1,322
Salem*	Essex County Law Library Association.	1856	.....	.....	.....	F.	Law.....	5,730
Salem.....	Essex Institute	1848	O.	C.	B.	S.	Sci.....	60,000
Salem.....	Essex South District Massachusetts Medical Society.	1804	R.	C.	B.	.....	Med.....	3,000
Salem.....	Fraternity Lodge No. 118, I. O. O. F.	1871	.....	C.	B.	F.	I. O. O. F..	1,600
Salem.....	Peabody Academy of Science.	1867	O.	C.	R.	F.	Sci.....	2,500
Salem.....	Public Library	1889	O.	T.	B.	F.	Gen.....	23,202
Salem.....	Salem Athenæum	1810	O.	C.	B.	S.	Gen.....	20,000
Salem.....	Salem Charitable Mechanics' Association.	1817	R.	C.	B.	S.	Social.....	5,492
Salem.....	State Normal School .....	.....	.....	.....	.....	S.	Sch.....	5,000
Sandwich*	Sandwich Circulating Library.	1864	.....	.....	.....	S.	Gen.....	1,600
Saugus	Free Public Library.....	1887	.....	T.	B.	F.	Gen.....	2,316
Scituate	Satuit Library	1882	O.	.....	B.	S.	Gen.....	1,300
Sharon.....	Public Library	1879	.....	T.	B.	F.	Gen.....	3,545
Shelburne*	First Independent Social Library Company.	1821	.....	.....	.....	S.	Social.....	1,100
Shelburne Falls...	Arms Library.....	1854	R.	.....	B.	S.	Gen.....	7,034
Sherborn	Town Library	1860	.....	T.	B.	F.	Gen.....	4,000
Shirely Village ..	Shakers' Community Library.	.....	.....	C.	B.	F.	Social.....	1,300
Shrewsbury	Free Public Library.....	1872	.....	T.	B.	F.	Gen.....	2,550
Somerville*	Circulating Library	1874	.....	.....	.....	S.	Social.....	1,000

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
	100									
1,500	20									T. B. Drew, librarian.
	2,200		24,000		\$1,200	\$600	\$10,000	\$300		William Hedge, secretary.
	345		3,788		550	325	5,500	500		S. A. Davis, librarian.
	645	108	67,123					1,538		Amelia L. Bumpus.
	543	147	21,874	3,000		2,753	15,000	800	\$30,000	Charles C. Farnham, librarian.
	250		15,024		760					L. S. Cox.
150			1,800	150		100		100		Wm. H. Meanel.
	372		18,400		1,150		1,000	417		Alfred S. Hall, secretary.
40	130		1,109	15	170		500	89	6,000	Sarah A. Haskell, librarian.
	278		24,932		1,611			552		Amelia Pool.
100	15	6	600	500	25			10		Miss Mattie L. Smith, librarian.
107	48		1,779		117			70		Mrs. Catharine N. Mighill, librarian.
										Chas. M. Clay.
										Sister Aloyse.
	127		1,349		100			65		Miss Lizzie W. Chase, librarian.
28	6		2,618		52					Mrs. F. R. Foster, librarian.
5,553	80		300							F. W. Putnam.
										A. L. Goodrich.
150,000	2,638	16,464	900			3,935	71,269	600	28,000	Chas. S. Osgood.
1,000										W. Thornton Parker, M. D.
200	20	20	250	100				15		William L. Welch, chairman.
5,000	20	550					100,000		20,000	John Robinson, treasurer.
	3,739		120,243	3,744	10,150	2,912	35,000	4,103	23,000	Gardner M. Jones, librarian.
	400		10,000					635		Frederick P. Richardson, treasurer.
300	71	25	3,224			239		71		G. Arthur Bodwell, secretary.
										Daniel B. Hagar, PH. D.
94	211	14	5,708		300	22		190		W. F. Gillette, librarian.
	30	12	1,000	200	50			25		G. R. Neeley, librarian.
	300		8,742		100	40	800	325		E. B. Squire, chairman.
	120		6,320		76	250	5,000			Flora A. Halligar, librarian.
	200		4,900		212	55	1,000	165		N. B. Douglas, chairman.
	100									John Whiteley, elder and trustee.
	101	4	6,440		366			73		M. E. Knowlton, librarian.

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State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Somerville	McLean Asylum and Medical Library.	1834	O.	C.	B.	F.	Med. & gen.	5,160
Somerville	Public Library	1873	O.	T.	B.	F.	Gen	19,719
Southampton	Southampton Library Association.	1881	.....	T.	B.	S.	Social	2,700
Southboro	Fay Library	1852	.....	C.	B.	F.	Gen	6,419
Southboro	St. Mark's School Library ..	1865	O.	C.	B.	F.	Sch	1,500
South Boston	Payne's Circulating Library.	1869	.....	.....	.....	S.	Social	3,000
South Boston	Perkins Institution and Massachusetts School for the Blind.	1833	O.	C.	B.	F.	Sch	12,904
South Boston	Suffolk County House of Correction Library.	1850	.....	T.	B.	F.	A. & R ...	2,205
South Boston	Toll-gate Circulating Library.	.....	R.	.....	B.	S.	Social	1,700
South Braintree ..	Thayer Public Library	1870	O.	T.	B.	F.	Gen	9,400
Southbridge	Public Library	1870	.....	T.	B.	F.	Gen	14,307
South Framingham.	Reformatory Prison for Women.	1880	.....	.....	B.	.....	A. & R ...	1,213
South Gardner....	South Gardner Social Library Association.	1841	R.	C.	B.	S.	Social	1,339
South Hadley....	Mount Holyoke Seminary and College Library.	1837	O.	C.	R.	F.	Col	14,000
South Natick	Bacon Free Library	1879	O.	C.	B.	F.	Gen	4,600
South Scituate* ..	James Library	1873	.....	.....	.....	.....	.....	1,800
South Sudbury ...	Goodnow Library	1862	O.	C.	B.	F.	Gen	10,334
South Weymouth.	High School .....	.....	.....	.....	.....	.....	Sch	1,100
South Yarmouth*..	South Yarmouth Social Library.	1865	.....	.....	.....	S.	Social	1,291
Spencer	Richard Sugden Library ...	1857	O.	T.	B.	F.	Gen	8,441
Springfield*	Armory Hill Circulating Library.	1870	.....	.....	.....	S.	Social	1,000
Springfield	Boston and Albany Railroad Library.	1869	O.	C.	B.	F.	Social	2,892
Springfield	Central Circulating Library	1867	R.	C.	B.	S.	Social	2,000
Springfield	City Library Association ..	1857	O.	T.	B.	F.	Gen	79,218
Springfield	Elms .....	.....	.....	.....	.....	.....	Sch	2,500
Springfield	Hampden County Law Library.	1813	.....	T.	R.	F.	Law	7,000
Springfield	Historical Library of the American Young Men's Christian Association.	1877	R.	C.	R.	F.	Hist	1,000
Sterling	Public Library	1874	.....	T.	B.	F.	Gen	6,000
Stockbridge	Stockbridge Library Association.	1862	O.	T.	B.	F.	Gen	6,027
Stoneham	Free Public Library	1859	R.	T.	B.	F.	Gen	7,895
Stoughton	Public Library	1874	.....	T.	B.	F.	Gen	5,539
Sturbridge	Public Library	1873	R.	T.	B.	F.	Gen	3,230
Sunderland	Sunderland Library	1869	.....	C. & T.	B.	F.	Gen	2,868
Sutton	Free Library	1875	.....	T.	B.	F.	Gen	3,400
Swansea	Public Library	1883	.....	C.	B.	S.	Gen	1,259
Taunton	Bristol County Law Library Association.	1858	.....	T.	B.	F.	Law	3,655
Taunton	Old Colony Historical Society Library.	1853	O.	C.	B.	F.	Hist	2,150
Taunton	Public Library	1866	R.	T.	B.	F.	Gen	34,630

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
725	200	225	1,459			\$300		\$700		Edward Cowles, superintendent.
	1,568		95,127	1,054	\$5,597			2,000	\$30,000	Harriet A. Adams, librarian.
485	75	15			100			60		E. A. Edwards, president.
	117		5,203			114	\$1,500	138		Francena E. Buck, librarian.
	25		6,000					50		Wm. E. Peck.
										H. B. Payne.
	365					877	107,500	2,420		Miss S. E. Lane.
	730				100			60		John C. Whiton, master.
	50		1,500							
3,000	305	451	20,789	1,511	800	400	10,000	775	32,500	A. M. Arnold, librarian.
566	568	76	16,760	4,267	2,136	81		756		Miss A. Jannette Comins, librarian.
										Mrs. E. C. Johnson, superintendent.
78	5	17				20				L. W. Brown, librarian.
	592						1,000	1,000	18,000	Mary O. Nutting, librarian.
1,000	150	50	4,700				14,000	131	15,000	G. J. Townsend, trustee.
			12,000				20,000		2,500	Helen M. Hurlbut, librarian.
										E. R. Downs.
	397		26,135		1,200			457	35,000	Nellie A. Cutter, librarian.
	95		2,575					90		E. L. Janes, librarian.
300	25	10						22		N. L. Goodrich.
	3,544	400	136,997	25,769	17,012	2,460	30,000	6,057	100,000	William Rice, librarian.
										Miss Charlotte M. Porter.
								725		Robert O. Morris.
4,895	68	300		1,300		245				J. T. Bowne.
	200	14		80	75	165	3,500	200		A. H. Newhall.
	274		7,142		600	253	1,500	316		Carrie P. Wells, librarian.
978	272		26,055		400	600		1,287		Mrs. M. H. Boyce, librarian.
	224		20,585		702	204	300	390		M. S. Hussey, librarian.
	104		5,367		250			151		Mrs. L. B. Sawyer, librarian.
	109		3,415		25	168	2,100	112		Abbie T. Montague, librarian.
200	85	125	4,933	200	132			85		Miss Sarah M. Mills, librarian.
600	144	137	1,602			155		66		Julia R. Wellington.
	150				412			412		Simeon Borden, librarian.
800	110	76				1,000		15	7,000	John W. D. Hall, secretary.
	2,106		58,867	1,738	6,500	320	1,100	2,000		E. C. Arnold, librarian.

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1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Taunton	Taunton Lunatic Hospital Library.	1854		C.	B.	F.	A. & R.	2,545
Templeton	Boynton Public Library ...	1873	O.	.....	B.	F.	Gen.	4,036
Templeton	Ladies' Social Circle Library	1835	.....	C.	B.	S.	Social	2,000
Tewksbury	Public Library	1878	.....	T.	B.	F.	Gen.	3,915
Tewksbury	State Almshouse Library..	1872	.....	T.	B.	F.	A. & R.	1,575
Topsfield	Town Library	1875	.....	C.	B.	F.	Gen.	5,112
Townsend	Public Library	1873	.....	T.	B.	F.	Gen.	2,262
Tufts College	Tufts College Library	1854	O.	C.	B.	F.	Col.	27,884
Tufts College	Universalist Historical Library Association.	1834	O.	C.	B.	F.	Hist.	4,000
Turners Falls	Montague Public Library..	1875	R.	T.	B.	F.	Gen.	3,500
Tyngsboro	Public Library	1878	.....	T.	B.	F.	Gen.	3,586
Upton	Town Library	1871	.....	T.	B.	F.	Gen.	2,829
Uxbridge	Free Public Library	1874	.....	T.	B.	F.	Gen.	6,063
Wakefield	Beebe Town Library	1856	.....	T.	B.	F.	Gen.	10,846
Wakefield	High School .....	.....	.....	.....	.....	.....	Sch.	1,200
Walpole*	Public Library	1876	.....	.....	.....	F.	Gen.	4,000
Waltham	Public Library	1865	R.	T.	B.	F.	Gen.	19,257
Ware	Young Men's Library Association.	1873	O.	T.	B.	F.	Gen.	9,604
Warren	Public Library	1877	O.	T.	B.	F.	Gen.	7,456
Warwick	Free Library	1871	R.	T.	B.	F.	Gen.	2,712
Watertown	Free Public Library	1868	O.	T.	B.	F.	Gen.	20,694
Wayland	Free Public Library	1850	.....	T.	B.	F.	Gen.	11,300
Webster	Free Public Library	1889	R.	T.	B.	F.	Gen.	2,442
Wellesley	Free Library	1883	O.	C.	B.	F.	Gen.	6,974
Wellesley*	Wellesley College Library ..	1875	.....	.....	.....	F.	Col.	30,321
West Acton	Citizens' Library Association.	1883	R.	C.	B.	F.	Gen.	1,111
Westboro	Lyman School for Boys	1848	O.	T.	B.	F.	Sch.	1,500
Westboro	Town Library	1857	R.	T.	B.	F.	Gen.	8,004
West Boylston ...	Public Library	1878	O.	T.	B.	F.	Gen.	3,994
West Bridgewater	Howard Seminary .....	.....	.....	.....	.....	.....	Sch.	3,000
West Bridgewater	Public Library	1870	.....	T.	B.	F.	Gen.	3,718
West Brookfield ..	Free Public Library	1874	O.	T.	B.	F.	Gen.	6,271
Westfield	Normal School Library	1839	O.	T.	R.	F.	Sch.	1,500
Westfield	Westfield Athenæum	1864	O.	C.	B.	S.	Gen.	13,992
Westford	Public Library	1859	.....	T.	B.	F.	Gen.	6,474
Westminster	Public Library	1868	.....	T.	B.	F.	Gen.	3,000
West Newbury* ..	Library Association	1874	.....	.....	.....	S.	Gen.	1,500
West Newton	Newton Athenæum	1749	R.	T.	B.	F.	Gen.	5,854
West Newton ...	West Newton English and Classical School.	1855	.....	.....	.....	F.	Sch.	4,000
Weston	Town Library	1857	O.	.....	B.	F.	Gen.	8,000
West Springfield* ..	Public Library	1854	.....	.....	.....	S.	Gen.	3,170
Weymouth	Tufts Library	1879	.....	T.	B.	F.	Gen.	13,805
Whately	Whately Library Association.	1876	O.	T.	B.	F.	Gen.	1,713
Whitman	High School .....	.....	.....	.....	.....	.....	Sch.	1,600
Whitman*	Public Library	1879	.....	.....	.....	F.	Gen.	5,695
Whitinsville	Whitinsville Social Library	.....	.....	T.	B.	F.	Gen.	5,126
Wilbraham	"Old Club" Library .....	.....	.....	C.	B.	F.	Gen.	1,200
Wilbraham	Union Philosophical Library	1854		C.	B.	F.	Sch.	1,200
Wilbraham	Wesleyan Academy	1835	O.	C.	B.	F.	Sch.	5,192

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10	11	12	13	14	15	16	17	18	19	20
2,000	130	100	5,720							J. P. Brown, M. D., superintendent.
	188	25	8,700			\$311	\$9,000	\$311	\$2,500	H. F. Lane, librarian.
	51	2	912					50		Mary W. Stone.
	263	26	6,264		\$424			151		Helen Eastman, secretary
	60		6,669		75	555	6,500	413		H. P. Dinsmore, clerk.
	105				175	27	500	100		Justin Allen, chairman.
10,000	628	2,360	3,028				25,000			Kate L. Larkin, librarian.
2,000	100									H. L. Mellen, librarian.
	1,000		8,000	50	800			550		Thomas J. Sawyer, librarian.
100	97	27	3,487		95	50		102		N. P. Farwell, librarian.
	120		6,277		250	60	1,000	137		Wm. Blanchard, chairman.
	258		6,997	385		500				Mrs. Laura C. Sadler, librarian.
	451		19,758	650	986	261	4,000	486		Lawson A. Seagrave.
										Harriet A. Shepard, librarian.
										C. T. C. Whitcomb.
	1,266	497	43,451	1,444	3,651	40	1,000	1,600		Sumner Johnson.
	647		24,269		1,000		2,000	667	12,000	Frederick D. Gilmore.
	412		19,432		700	624	5,000	443	20,000	J. W. Hastings, librarian.
261	183	37	2,553		100	30	500	60		Clara A. Jones, librarian.
24,871	1,129	5,031	30,739	4,200	3,500	879	5,000	1,560		Solon F. Whitney, librarian.
	202	1,324	5,000							
	451		16,434		1,000	11		500		H. A. Blake, secretary.
	667		9,423							Julia F. Jennings, librarian.
	2					53		11		Dora J. Hoar, librarian.
300	40									T. F. Chapin, superintendent.
300	256	90	29,873		460		17,000	537		Mattie J. Eastman, librarian.
	250		6,541		262			171		
250	142	13	5,194		347	52		263		H. M. Willard, A. M.
	258		10,122		500	225	5,000	282		Charles R. Packard, chairman.
39										T. S. Knowleton, librarian.
	240		3,973			650	11,000	329	10,000	Esther B. Fowler.
300	390	50	8,194		150	230	2,000	369		Wm. E. Frost, chairman.
	160		5,000		300			162		Mrs. S. C. Warner, librarian.
	90		9,822		500			100		H. M. Wheeler.
										N. T. Allen.
	336		8,481				1,400	508		Oliver R. Robins, chairman.
	642		58,246		1,805	829	20,000	672		Caroline A. Blanchard, librarian.
18	102	6	1,856	25	100	35		125		Ella L. Elder, librarian.
										H. E. Henderson.
	219		7,279		405	70	1,000	235		Edward Whitin.
	58		300							John Bast.
400	20		500	100						James E. Enman.
1,282	43	189	1,200							

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1	2	3	4	5	6	7	8	9
<i>Massachusetts—Continued.</i>								
Williamsburg	Williamsburg Library Association.	1844		C.	B.	S.	Social	1,901
Williamstown	Williams College Library . .	1793	O.	C.	B.	F.	Col	31,000
Williamstown	Philologian Literary Society Library.	1795	O.	O.	B.	F.	Col. Soc. . .	4,500
Williamstown*	Philotechnian Society . . .	1795	.....	.....	.....	F.	Col. Soc. . .	4,500
Williamstown	Public Library	1874	R.	T.	B.	F.	Gen	3,277
Wilmington	Public Library	1872	O.	T.	B.	F.	Gen	1,770
Winchendon	Public Library	1867	R.	T.	B.	F.	Gen	5,058
Winchester	High School . . . . .	.....	.....	.....	.....	.....	Sch	1,600
Winchester	Public Library	1859	O.	T.	B.	F.	Gen	9,595
Woburn	Public Library	1856	O.	T.	B.	F.	Gen	29,488
Worcester	American Antiquarian Society.	1812	O.	C.	R.	F.	Hist	95,000
Worcester	City Hospital Library	1871	.....	T.	R.	F.	.....	1,000
Worcester	Clark University . . . . .	.....	.....	.....	.....	.....	Col	12,000
Worcester	Classical High School Library.	1846	O.	T.	R.	F.	Sch	2,600
Worcester*	College of the Holy Cross . .	1843	.....	.....	.....	F.	Col	20,970
Worcester*	Fisher's Circulating Library.	1870	.....	.....	.....	S.	Gen	3,800
Worcester	Free Public Library	1859	O.	T.	B.	F.	Gen	85,674
Worcester	Highland Military Academy.	1856	.....	.....	.....	.....	Sch	1,000
Worcester*	Miss Williams's School	1873	.....	.....	.....	.....	Sch	1,000
Worcester	Nelson Wheeler Library . . .	1834	O.	C.	B.	F.	Sch	1,500
Worcester*	Oread Institute, Oread Euphemia.	1850	.....	.....	.....	F.	Social	2,000
Worcester*	South End Circulating Library.	1880	.....	.....	.....	S.	Gen	1,300
Worcester*	State Normal School	1874	.....	.....	.....	F.	Sch	5,711
Worcester	Worcester County Horticultural Society.	1842	O.	C.	B.	F.	Sci	3,000
Worcester	Worcester County Law Library.	.....	.....	T.	R.	F.	Law	8,000
Worcester	Worcester County Mechanics' Association Library.	1843	O.	C.	B.	F.	Social	10,596
Worcester*	Worcester County Musical Association.	1858	.....	.....	.....	.....	Social	9,784
Worcester	Worcester District Medical Library.	1822	R.	C.	B.	F.	Med	6,522
Worcester	Worcester Lunatic Hospital Library.	1878	.....	C.	B.	.....	A. & R	2,448
Worcester	Worcester Polytechnic Institute.	1868	O.	C.	B.	.....	.....	2,200
Worcester	Worcester Society of Antiquity.	1875	O.	C.	R.	F.	Hist	9,000
<i>Michigan</i>								
Adrian	Adrian College Library	1869	.....	C.	B.	S.	Col	6,000
Adrian*	Adrian Township Library . . .	1848	.....	.....	.....	F.	Gen	1,379
Adrian	Public School Library . . . . .	.....	R.	T.	B.	F.	Sch	9,081
Agricultural College.	Michigan Agricultural College Library.	1857	O.	T.	B.	F.	Col. Sci . . .	13,557
Albion	Albion College Library	1843	O.	C.	B.	F.	Col	8,200
Albion	Ladies' Library Association	1870	.....	C.	B.	S.	Social	1,900
Albion	Public School Library . . . . .	.....	.....	T.	B.	F.	Sch	1,300
Allegan*	Allegan Township Library	.....	.....	.....	.....	F.	Gen	1,100

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
250	96	.....	1,466	.....	.....	\$176	\$2,000	\$67	.....	William A. Hawks, librarian.
6,000	1,850	740	.....	.....	.....	3,750	43,000	2,789	\$17,283	Chas. H. Burr, librarian.
.....	.....	.....	50	.....	.....	.....	.....	.....	.....	E. G. Wood.
.....	200	.....	4,977	.....	\$250	134	.....	215	.....	.....
.....	118	.....	2,967	.....	150	45	.....	106	.....	Arthur O. Buck.
14	178	30	16,632	.....	1,086	.....	.....	299	.....	.....
.....	314	34	22,723	.....	1,400	561	1,500	477	.....	E. N. Lovering.
6,131	1,742	285	60,238	.....	2,000	4,785	59,975	1,497	85,000	Cora A. Quinby, librarian.
.....	2,034	8,204	.....	.....	.....	32,000	115,548	.....	28,400	W. R. Cutter, librarian.
1,000	15	.....	.....	.....	.....	60	1,500	60	.....	Edmund M. Barton, librarian.
3,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	Chas. A. Peabody, M. D., superintendent.
102	35	.....	.....	2,600	.....	70	1,000	125	.....	J. G. Wight, principal.
5,680	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	4,352	.....	129,760	58,720	43,080	2,639	58,622	8,455	170,000	Samuel S. Green, librarian.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Joseph Alden Shaw, A. M.
.....	100	.....	900	.....	.....	150	5,000	200	.....	D. W. Abercrombie, A. M., principal.
.....										
200	.....	.....	211	.....	.....	.....	.....	250	.....	A. A. Nixon, librarian.
14,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	F. Mason, librarian.
.....	493	.....	8,584	.....	.....	1,500	.....	585	.....	Jeannette P. Babbitt, librarian.
.....										
479	58	4	450	1,200	.....	484	9,173	400	.....	A. C. Getchell, librarian.
93	215	144	4,260	.....	.....	.....	5,625	252	.....	S. Josephine Breck.
2,000	400	.....	.....	.....	.....	.....	27,000	400	.....	H. T. Fuller, president.
15,000	475	679	.....	.....	.....	.....	.....	.....	.....	Thos. A. Dickinson, librarian.
1,000	100	200	.....	.....	.....	400	.....	260	.....	C. E. Wilbur, librarian.
200	759	50	35,950	.....	1,000	.....	.....	1,099	.....	Margaret Jewell, librarian.
3,425	706	347	3,216	.....	.....	.....	.....	1,497	.....	Linda E. Landon, librarian.
2,100	600	100	.....	.....	.....	700	30,000	700	.....	L. R. Fiske, president.
.....	108	.....	3,537	.....	.....	.....	.....	107	.....	Juliet B. Gemberling, librarian.
1,000	150	.....	.....	.....	200	.....	.....	200	.....	W. C. Hull, superintendent and librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Michigan—Cont'd.</i>								
Allegan *	Literary and Library Association.					S.	Social.....	1,110
Alma	Alma College						Col.....	11,500
Alpena	Public Library	1860		T.	B.	F.	Gen.....	1,833
Alpena *	Union School Library	1872				F.	Sch.....	2,051
Ann Arbor	Ladies' Library	1866	O.	C.	C.	S.	Social.....	3,186
Ann Arbor	School District Library	1856		T.	B.	F.	Sch.....	3,946
Ann Arbor	University of Michigan General Library.	1841	O.	C.	B.	F.	Col.....	77,705
Ann Arbor	Students' Christian Association Library.	1864		C.	B.	F.	Col. soc...	1,000
Battle Creek	Battle Creek College Library.	1874	O.	C.	B.		Col.....	2,000
Battle Creek	Public School Library	1870		T.	B.	F.	Sch.....	11,148
Bay City	Public Library	1870	R.	T.	C.	F.	Gen.....	13,112
Bellevue	Bellevue Township Library	1846		T.	B.	F.	Gen.....	1,000
Benzonia *	Benzonia College						Col.....	4,000
Big Rapids	Industrial School of Business.						Sch.....	1,000
Big Rapids *	Public School Library	1881				F.	Sch.....	1,665
Buchanan	Buchanan Township Library.		R.	T.	B.	F.	Gen.....	1,600
Calumet	Public Library	1880		T.	B.	F.	Gen.....	1,200
Cassopolis	Cassopolis Reading Room and Library Association.	1871	R.	C.	B.	S.	Gen.....	1,200
Charlotte	Charlotte Public Library	1871	R.	C.	C.	S.	Social.....	1,464
Coldwater	Free Public Library	1881	O.	T.	B.	F.	Gen.....	8,864
Coldwater *	State Public School	1874				F.	A. & R....	1,750
Detroit	Detroit Bar Library Association.	1857	R.	C.	B.	S.	Law.....	8,000
Detroit	Detroit College Students' Library.						Col.....	5,000
Detroit	Detroit Medical and Library Association.	1876	R.	C.	R.	F.	Med.....	6,000
Detroit *	Grosse Point Township Library.	1876					Gen.....	1,011
Detroit *	Hamtrank Township Library.					F.	Gen.....	1,952
Detroit	High School Reference Library.	1884			B.	F.	Sch.....	1,372
Detroit *	House of Correction Library	1861				F.	A. & R....	1,200
Detroit	Michigan Medical and Surgery College.						Col.....	1,500
Detroit	Public Library	1865	O.	T.	B.	F.	Gen.....	108,720
Detroit (West)	Railroad Y. M. C. A. Library	1876	O.	C.	B.	F.	Gen.....	1,454
Detroit *	St. Joseph's School						Sch.....	1,000
Detroit *	Springwell's School District Library No. 1.					F.	Sch.....	1,180
Dowagiac	Ladies' Library Association	1872	O.	C.	B.	S.	Social.....	1,200
East Saginaw	Public Library	1873	R.	T.	B.	F.	Gen.....	9,300
Eaton Rapids *	Public Library	1882				F.	Gen.....	1,104
Escanaba	High School						Sch.....	1,200
Fenton	High School						Sch.....	1,040
Fenton	Ladies' Library Association	1869	R.	C.	B.	S.	Social.....	1,300
Flint	Michigan School for the Deaf.	1868		T.	C.	F.	Sch.....	2,364
Flint	Public Library	1885	O.	T.	B.	F.	Gen.....	7,000
Flushing *	Ladies' Library Association	1873				S.	Social.....	1,265
Fort Wayne (Detroit).	Post Library		O.	T.	B.	F.	Gar.....	1,341

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10	11	12	13	14	15	16	17	18	19	20
10,000	153	24	6,669		\$600	\$275		\$275		Emily E. Oliver.
104										
50	33	14	1,821		119	1,195	\$1,000	101		Lucy A. Parker, secretary.
	390		12,000			60		296		Nellie S. Loving, librarian.
16,288	3,106	584	3,100	125,830				7,500		Raymond C. Davis, librarian.
										Eben B. Gower, librarian.
										W. W. Prescott, president.
218	587	24	46,492			806	10,000	612		Francis A. Brewer, librarian.
	687		37,666					604		Annie F. Parsons, librarian.
	160				80					A. E. Fitzgerald.
200										
	100		5,242		150	75		125		W. F. Runner, librarian.
50	30	20	600	100	100			100		H. A. Graham.
15			1,200	1,200		50		38		E. A. Higbee, president.
133						115		54		Sarah N. Williams, librarian.
780	37	117	16,879	227	1,868					Mary A. Eddy, librarian.
	400					3,959				E. A. Norton, librarian.
300										
2,000						350				Dr. Becelaere, librarian.
120		20								Florence M. Hopkins, librarian.
	9,118		274,060	205,256	31,877	15,012		14,432	\$178,000	Henry M. Utley, librarian.
	89		653							W. R. Perkins, librarian.
50	60		2,200			235		75	1,200	Mrs. A. Re Shore, librarian.
1,500	560	128	33,061	348	741	606		500		Lucy E. Houghton, librarian.
										Kirk Spoor.
										Lew D. Remington.
	50							30		Mrs. J. R. Bunting, president.
	50				500			54		M. T. Gass, superintendent.
500	500	50	24,522		700	198	500	600		Lena Caldwell, librarian.
	33		1,316			1		1		F. N. French, first lieutenant.

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1	2	3	4	5	6	7	8	9
<i>Michigan—Cont'd.</i>								
Grand Haven.....	Public School Library.....			T.	B.	F.	Sch.....	2, 217
Grand Rapids	Public School Library.....	1861	.....	T.	B.	F.	Gen.....	26, 202
Grand Rapids	Western Michigan College.....	.....	.....	.....	.....	.....	Col.....	10, 000
Hancock.....	Public School Library.....	1876	.....	T.	B.	F.	Gen.....	1, 000
Hastings	High School.....	.....	.....	.....	.....	.....	Sch.....	1, 650
Hillsdale	Hillsdale College Library ..	1855	O.	C.	B.	F.	Col.....	8, 182
Hillsdale*	Ladies' Library Association	1879	.....	.....	.....	S.	Social.....	1, 469
Holland	Holland Township Library.....	1850	R.	T.	B.	F.	Gen.....	1, 208
Holland*	Hope College Van Vleck Hall Library.	1865	.....	.....	.....	F.	Col.....	9, 200
Holly	Holly Ladies' Library.....	1877	R.	C.	C.	S.	Social.....	1, 146
Houghton	Michigan Mining School Library.	1885	.....	T.	B.	F.	.....	8, 368
Houghton	School District No. 1	1883	O.	T.	B.	F.	Gen.....	1, 100
Ionia*	Ladies' Library Association	1875	.....	.....	.....	S.	Social.....	1, 500
Ionia	State House of Correction and Reformatory.	1878	O.	T.	B.	F.	A. & R....	1, 326
Iron Mountain* ..	Breitung Township Library	1881	.....	.....	.....	F.	Gen.....	1, 537
Iron Mountain.....	Public School Library.....	1888	O.	T.	B.	F.	Sch.....	1, 100
Ishpeming.....	Ishpeming City Library.....	1875	.....	T.	B.	S.	Gen.....	3, 653
Jackson	Free Public Library.....	1885	R.	T.	B.	F.	Gen.....	11, 497
Jackson	Public School Library.....	.....	.....	T.	R.	.....	Sch.....	4, 000
Jackson*	State prison.....	1840	.....	.....	.....	F.	A. & R....	2, 500
Jonesville	Ladies' Library.....	1874	R.	C.	C.	S.	Social.....	2, 311
Kalamazoo'	Kalamazoo Asylum Library	1862	.....	.....	.....	F.	A. & R....	1, 300
Kalamazoo.....	Kalamazoo College Library	1855	.....	.....	B.	F.	Col.....	5, 083
Kalamazoo.....	Kalamazoo County Law Library.	1869	.....	T.	R.	F.	Law.....	1, 065
Kalamazoo	Ladies' Library Association	1852	O.	C.	B.	S.	Social.....	3, 706
Kalamazoo	Michigan Female Seminary	1867	O.	C.	B.	.....	Sch.....	1, 753
Kalamazoo	Public Library.....	1873	R.	T.	B.	F.	Gen.....	17, 800
Lansing	Michigan School for the Blind.	1881	O.	T.	R.	F.	Sch.....	1, 640
Lansing	Public School Library.....	1882	.....	T.	B.	F.	Sch.....	6, 570
Lansing	Reform School Library.....	1856	.....	T.	.....	F.	A. & R....	3, 000
Lansing	State Board of Health.....	1873	O.	T.	B.	F.	Sci.....	8, 080
Lansing	State Library	1828	O.	T.	R.	F.	State.....	55, 000
Lapeer*	Ladies' Library.....	.....	.....	.....	.....	.....	Social.....	1, 000
Lowell.....	School Library District No. 1	1875	R.	T.	B.	F.	Sch.....	2, 366
Ludington	Union School Library.....	.....	O.	T.	B.	F.	Sch.....	2, 000
Manchester.....	Manchester Township Library.	1840	.....	T.	C.	F.	Gen.....	1, 500
Manistee	High School.....	.....	.....	.....	.....	.....	Sch.....	3, 200
Marquette*	City Library	1872	.....	.....	.....	F.	Gen.....	1, 500
Marquette	Peter White Public Library.	1891	R.	T.	B.	F.	Gen.....	6, 241
Marshall*	Ladies' Library Association	1869	.....	.....	.....	S.	Social.....	2, 400
Marshall	Public School Library.....	.....	.....	T.	B.	.....	Sch.....	1, 406
Midland	Public School Library.....	.....	O.	T.	B.	F.	Sch.....	1, 400
Monroe	City Library	1837	R.	T.	B.	F.	Gen.....	2, 714
Monroe	St. Mary's Academy.....	1862	O.	C.	B.	F.	Sch.....	2, 491
Morenci	School District No. 6	1870	.....	T.	B.	F.	Sch.....	1, 200
Mt. Clemens	Public Library.....	1870	R.	T.	B.	F.	Gen.....	1, 843
Muskegon	Hackley Public Library ..	1888	O.	C.	B.	F.	Gen.....	16, 194

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10	11	12	13	14	15	16	17	18	19	20
.....	117		8,681		\$314			\$230		E. L. Briggs, superintendent.
.....	3,858		126,315	6,195	4,000			5,143		Lucy Ball, librarian.
25 200	250	75	4,000	1,500	240	.....	.....	246	.....	H. Z. Brock, superintendent.
2,000	20	30	2,095	10,000	.....	\$139	.....	153	.....	H. B. Andrus. John S. Copp, D. D.
5,000	75	.....	1,178	30	50	36	.....	85	.....	Isaac Marsige, librarian.
.....	85 670	.....	2,600	1,136	40	100	.....	57 625	.....	Mrs. J. M. Baird, secretary.
.....	50	.....	.....	.....	.....	.....	.....	57	.....	John P. Hunt, director.
.....	.....	.....	.....	.....	.....	.....	.....	293	.....	W. R. Gourley, superintendent.
.....	350	.....	.....	.....	300	450	.....	400	.....	E. F. Abernethy, superintendent.
67 150 1,000	66 1,026	50	5,606 64,210	.....	.....	.....	.....	123 624	.....	E. U. Forke, librarian. Celia F. Waldo, librarian. T. L. Evans, superintendent.
270	70	40	2,860	.....	.....	168	.....	58	.....	Miss Sarah Sinclair, corresponding secretary.
2,050 6	65 30	400 2	150	.....	200	.....	.....	200	.....	Samuel Brooks, librarian. Geo. M. Buck, circuit court judge and librarian.
.....	65	58	645	.....	.....	296	.....	.....	.....	Miss Mary Penfield, librarian.
.....	153	.....	260	.....	.....	.....	.....	250	.....	Clara P. Anderson, librarian.
.....	1,140	.....	48,880	.....	500	.....	.....	1,000	.....	Isabella C. Roberts, librarian.
.....	208	.....	.....	.....	500	.....	.....	416	.....	John Fanning, superintendent.
500	500	100	.....	.....	500	350	.....	683 500	.....	Mrs. H. F. Cady, librarian. W. S. Wood, superintendent.
.....	506	.....	140	.....	.....	.....	.....	144	.....	Henry B. Baker, secretary and librarian.
.....	4,110	556	885	.....	.....	.....	.....	8,000	.....	M. C. Calhoun, librarian.
50	127	6	11,552	100	200	64	.....	182	.....	Lucinda R. Robinson, librarian.
.....	150	.....	.....	.....	217 7	.....	.....	181	.....	Louise V. Schick, librarian. W. Kimble.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Rufus C. Thayer.
355	3,539	142	8,149	644	3,000	1,000	.....	.....	.....	C. R. McCabe, secretary.
150	216	25	4,936	.....	100	.....	.....	.....	.....	Stuart McKibbin, superintendent.
.....	.....	15	1,353	4,000	.....	.....	.....	.....	.....	C. J. Corselius.
650	89	75	7,484	2,266	300	.....	.....	39	.....	Miss A. E. Yardley, librarian.
251	41	193	.....	.....	.....	.....	.....	.....	.....	F. E. Camlen, director.
.....	577				80 602			390		A. T. Donaldson.
594	11,673	359	37,587	2,034	8,500	211	\$3,750	10,050		Julia S. Wood, librarian.

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1	2	3	4	5	6	7	8	9
<i>Michigan—Cont'd.</i>								
Nagaunee*.....	Public Library.....	1860					Gen.....	1,853
Niles.....	School Library.....	1880	O.	T.	B.	F.	Sch.....	1,619
Northville.....	Ladies' Library.....	1889	R.	C.	B.	S.	Social.....	1,000
Ogden*.....	Ogden Township Library.....					F.	Gen.....	1,192
Olivet.....	Olivet College Library.....	1846	O.	C.	B.	F.	Col.....	19,304
Ontonagon.....	Township Library.....	1860			B.	F.	Sch.....	1,900
Orchard Lake.....	Michigan Military Academy.....	1877						1,511
Oscoda.....	Wood's Reading Room.....	1884	O.		R.	F.	Gen.....	1,000
Owasso.....	Ladies' Library and Literary Association.....	1865	R.	C.	C.	S.	Social.....	2,200
Pent Water.....	Township Library.....	1873	R.	T.	C.	F.	Gen.....	1,060
Phoenix*.....	Phoenix Library.....					F.	Gen.....	1,002
Plainwell.....	Ladies' Library Association.....	1868	O.	C.	B.	S.	Social.....	1,465
Plymouth*.....	Union School Library (Dist. No. 1).....	1849				F.	Sch.....	1,100
Pontiac.....	Eastern Michigan Asylum Library.....	1878			B.	F.	A. & R.....	1,200
Pontiac.....	High School.....						Sch.....	2,000
Pontiac.....	Ladies' Library Association.....	1882	R.	C.	B.	S.	Social.....	1,900
Port Huron.....	Ladies' Library Association.....	1866	O.	C.	B.	S.	Social.....	2,500
Port Huron.....	Public School Library.....	1868		T.	B.	F.	Sch.....	2,026
Republic.....	Republic Township Library.....	1890		T.	C.	F.	Gen.....	1,190
Ridgeway.....	Jonathan Hall Memorial Library.....	1887	O.	C.	B.	S.		1,460
Ridgeway*.....	Ridgeway Township Library.....	1845				F.	Gen.....	2,023
Riga*.....	Riga Township Library.....	1847				F.	Gen.....	1,250
Saginaw.....	Union School, District of Saginaw, Library.....	1867	O.	T.	B.	F.	Gen.....	7,000
St. Clair.....	Ladies' Library Association.....	1869				S.	Gen.....	1,355
St. Johns.....	Ladies' Library Association.....	1870	R.	C.	C.	S.	Social.....	2,245
St. Joseph.....	Public Library.....			T.	B.	F.	Gen.....	1,363
Salzburg.....	School District No. 1 Library.....	1857		T.	R.	F.	Sch.....	1,000
Spalding.....	Township Library.....	1879		T.	C.	F.	Gen.....	1,100
Sturgis.....	Township Library.....	1882	R.	T.	B.	F.	Gen.....	4,000
Tecumseh.....	Library Association of Tecumseh.....	1883	R.	C.	C.	S.	Social.....	1,165
Three Rivers.....	Free Public Library.....	1889	R.	T.	B.	F.	Gen.....	3,258
Traverse City*.....	Ladies' Library Association.....	1869				F.	Social.....	1,150
West Bay City*.....	First Ward School Library.....	1876				F.	Sch.....	1,000
West Bay City.....	Sage Public Library.....	1882	O.	T.	B.	F.	Gen.....	17,500
West Bay City*.....	School District Library, No. 2.....					F.	Sch.....	1,450
Weston*.....	Fairfield Township Library.....					F.	Gen.....	2,000
Wyandotte.....	Public Library.....	1866		T.	C.	F.	Gen.....	3,537
Ypsilanti.....	Ladies' Library Association.....	1868	O.	C.	B.	S.	Social.....	4,500
Ypsilanti.....	Michigan State Normal School.....	1853	O.	T.	B.	F.	Social.....	11,408
Ypsilanti.....	Public School Library.....			T.	B.	F.	Sch.....	1,374
Zilwaukee.....	Zilwaukee Township Library.....	1872		T.	B.	F.	Gen.....	1,245
<i>Minnesota.</i>								
Albert Lea.....	Albert Lea College.....						Col.....	1,500
Alexandria*.....	Public Library.....	1881				F.	Gen.....	1,025
Austin.....	Austin Circulating Library.....	1869		C.	B.	S.	Social.....	1,973

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10	11	12	13	14	15	16	17	18	19	20
540	130	100	2,550		\$102			\$102		J. D. Schiller, superintendent.
	100					\$200		200		Miss Genevieve Babbitt.
20,000	1,625					1,739	\$15,000	1,331		Joseph L. Daniels, librarian.
200	75	25	900			75		75		E. B. Smith, superintendent.
	150									J. Sumner Rogers.
300	50	50				500		100		E. F. Holmes.
	136		5,150					91		Mrs. Walter Osborn.
200	104	10			100	18		89		W. H. Fuller.
150	46	12	920			92		45	\$864	Mrs. F. F. Patterson, secretary.
	20									E. A. Christian.
250	63	50								W. H. Smith.
1,000	85	50	1,200		205	2,000				Mrs. F. S. Stewart.
	281		7,314							Helen W. Farrand, corresponding secretary.
		180	1,330		300			250		George McDonald, chairman.
14	200	4	1,200	1,460		275	2,500	100	5,000	Miss Salome Clark, librarian.
200	310	100			400			300		F. E. Smith, chairman.
325	55	35	3,291		139	283		50		Mrs. C. E. Ball, librarian.
	150		5,296		200			148		G. William Loomis, superintendent.
	40		300		25			25		F. Sievers, librarian.
	88				100	187		126		John C. Thurston, librarian.
1,200	266	200			1,200			200		Mrs. M. A. Hackstaff, librarian.
	82		1,040					75		Augusta P. Lee, secretary.
1,611	757	324	17,957	2,735	1,819	63		718		E. B. Linsley, president.
1,000	2,242	65	30,724	2,735	3,558	1,000		2,000		Mrs. M. F. Ostrander.
	350		3,887		250	956		597		Mrs. Nellie K. Briggs.
6	184	3	5,957					150	12,000	Mrs. E. B. Dunham, secretary.
402	668	77	65,000		1,500			1,500		W. S. Burns, librarian.
75	25		2,000		100	50				M. A. Whitney.
10			1,200	45	29	45		7		Wm. F. Austin, librarian.
100	173	10	4,182	100				150		Mrs. George E. Wilbour, librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Minnesota—Con'd.</i>								
Collegeville*	St. John's University	1870					Col	9,000
Duluth	High School						Sch	1,200
Duluth	Public Library	1890	R.	T.	B.	F.	Gen	8,559
Faribault	Minnesota School for the Deaf.	1866		T.	R.	F.	Sch	1,300
Faribault	Public Library	1875	R.	C.	C.	S.	Gen	3,000
Faribault	St. Mary's Hall Library	1866	O.	C.	B.	F.	Sch	1,850
Faribault	Seabury Divinity School	1860	O.	C.	R.	F.	Theol	8,000
Faribault*	Shattuck School	1867				F.	Sch	2,500
Glencoe	High School						Sch	1,600
Hamline	Hamline University	1854	O.	C.	B.	F.	Col	4,000
Hastings*	Hastings Library	1872				S.	Gen	2,500
Hastings	Public School Library	1885	O.	T.	B.	F.	Sch	3,222
Mankato	Mankato Normal School	1869	O.	T.	B.	F.	Sch	5,000
Minneapolis	Augsburg Seminary (Idun Library).	1874		C.	B.	F.	Theol	1,200
Minneapolis	Bar Association Library	1883	R.	C.	B.	F.	Law	8,800
Minneapolis	Public Library	1889	O.	T.	B.	F.	Gen	49,000
Minneapolis	Public School Free Library	1878		T.	B.	F.	Sch	8,300
Minneapolis	University of Minnesota General Library.	1869	O.	C.	B.	F.	Col	25,000
Minneapolis	Medical Department Library.	1892	O.	C.	R.	F.	Med	1,500
Moorhead	High School						Sch	2,000
New Ulm	Turnverein Library	1864		C.	C.	F.	Social	1,460
Northfield	Carleton College	1867	O.	C.	B.	F.	Col	10,727
Northfield	Observatory Library	1880	O.	C.	R.	F.	Sci	1,700
Northfield	St. Olaf College						Col	1,178
Owatonna	Pillsbury Academy	1878	O.	C.	B.	F.	Sch	2,500
Red Wing*	Minnesota State Board of Health.	1873				F.	San. sci	3,000
Redwood Falls	Redwood Falls Library Association.	1884	R.	C.	B.	S.	Social	1,069
Rochester*	German Library	1874				S.	Social	1,200
Rochester	High School						Sch	1,200
Rochester	Public Library	1866		T.	B.	F.	Gen	3,000
Rochester	Second Minnesota Hospital for the Insane.			T.	B.	F.	A. & R.	1,050
St. Cloud	City Library	1883	R.	T.	B.	F.	Gen	2,429
St. Cloud	High School						Sch	1,466
St. Cloud	State Normal School	1875	O.	T.	B.	F.	Sch	5,000
St. Joseph	St. Benedict's Academy						Sch	1,200
St. Paul*	Baldwin Seminary						Sch	1,100
St. Paul	High School Library	1876		T.	B.		Sch	1,557
St. Paul	Macalester College Library	1885	O.			F.	Col	4,800
St. Paul	Minnesota Historical Society.	1849	O.	T.	R.	F.	Hist	20,970
St. Paul	Public Library	1882		T.	B.	F.	Gen	30,274
St. Paul	State Law Library	1849	O.	T.	R.	F.	Law	20,679
St. Paul*	State Reform School	1870				F.	A. & R.	1,200
St. Paul*	Young Men's Christian Association.	1856				F.	Y. M. C. A.	1,300
St. Peter	Gustavus Adolphus College	1863	O.	C.	B.		Col	5,600
St. Peter	Minnesota Hospital Library	1867					Gen	1,130
Sank Center	Bryant Library	1878	O.	T.	C.	F.	Gen	1,818
Stillwater	Stillwater Library Association.	1869	R.	C.	C.		Gen	3,744
Stillwater	Stillwater Public School Library.	1891		T.	B.		Sch	3,012
Wabasha	Ladies' Library Association	1871	R.	C.	B.		Social	3,017
Wilder	Wilder Farm College						Col	1,500
Winona	Free Public Library	1886	O.	T.	B.	F.	Gen	8,834
Winona	State Normal School Library	1864			B.	F.	Sch	2,720

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
2,000										E. T. Critchett.
13	3,313	13	68,603		\$10,679	\$278		\$5,465		Miss Angie Neff, librarian.
	50							100		J. S. Noyes, superintendent.
50	168	20	2,144			297	\$500	272		Mrs. F. A. Davis, librarian.
	500		2,000							E. S. Peake.
										John Hayzen White.
										E. E. McIntire.
300	1,000	150	850	3,500				825		
2,200	181	100	7,800	5,400	200			150		J. H. Lewis, librarian.
1,000	350	71						490		D. R. Stockley, librarian.
								50		E. A. Hage.
200	280	50								Edw. S. Waters, librarian.
	6,535		279,173		64,379	20,676		12,890	\$324,893	James K. Hosmer, librarian.
										Wm. A. Winston, librarian.
2,000							800,000	850		William W. Folwell, librarian.
										Henry H. Miller.
										W. F. Webster.
530	141	27						30		
	456					887	4,620	954	3,851	Harlan W. Page, secretary.
500	75	50						75		Wm. W. Payne, director.
200										
	1,000					1,000		1,000		J. L. Ingraham.
340	70	50	75	50		75				Thomas C. Jones.
500	175	100	13,500		300	85		125		Emma Younglove.
200		200						67		Miss Nellie Bonham, librarian.
	68		7,395		500	300		115		J. E. Walbridge, librarian.
550	600	100					30,000	782		Geo. S. Spencer.
										Dora Wells.
56	364	14				200				Joseph Carhart, president.
	300							400		Sister Pino.
23,837	1,497	1,680		3,000		6,000	25,000	1,776		Clinton J. Backus.
										M. J. Newson.
	4,210		116,618	29,410	15,000			7,282		Edward D. Neill, librarian.
300	1,163	68						2,000		Mrs. Helen J. McCaine, librarian.
										W. H. H. Taylor, librarian.
500	400	50	50	1,000				100		J. S. Carlson, librarian.
	100							85		C. K. Bartlett.
	284		8,777		419	30		337		E. C. Rich, secretary.
	250		5,000			212		182		E. J. Treat, librarian.
164			2,000	1,000		500		500		Frank T. Wilson, superintendent.
150	25		400					50		Mrs. B. R. Stahmann.
	945		38,756		2,440	150		1,134		Eugene Rucker.
	300							200		Fred. J. Bell, president.

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1	2	3	4	5	6	7	8	9
<i>Mississippi.</i>								
Agricultural College.	Agricultural and Mechanical College of Mississippi	1878		T.	B.	F.	Sci.....	3,194
Bay St. Louis.....	St. Stanislaus College.....	1854	O.	C.	B.	F.	Col.....	5,000
Blue Mountain ...	Blue Mountain Female College Library.	1873	O.	C.	B.	S.	Col.....	1,200
Clinton.....	Hillman College Lesbian Society Library.	1857	.....	C.	B.	S.	Soc.....	1,600
Clinton*.....	Mississippi College.....	1851	O.	.....	.....	F.	Col.....	2,200
Clinton.....	Hermenian Society.....	1855	.....	C.	B.	F.	Col. soc.....	2,000
Clinton.....	Philomathean Society...	1860	.....	C.	B.	F.	Col. soc.....	1,890
Columbus.....	Public Library.....	1880	O.	.....	C.	F.	Gen.....	1,800
Daleville.....	Philomathean Library (Cooper Normal College).	1865	R.	C.	B.	S.	Soc.....	2,000
Edwards.....	Southern Christian Institute.	1884	O.	C.	B.	F.	.....	2,000
Greenville.....	Public Library.....	1882	O.	C.	B.	F.	Gen.....	1,500
Harpersville.....	Hunt & Huddleston College Library.	1875	O.	C.	B.	.....	Col.....	1,250
Holly Springs.....	Rust University Library..	1868	O.	C.	B.	S.	Col.....	1,800
Holly Springs.....	State Normal School.....	.....	.....	.....	.....	.....	Sch.....	3,000
Jackson*.....	Jackson Collegiate Academy.	.....	.....	.....	.....	.....	Sch.....	1,000
Jackson.....	Mississippi Institution for the Blind. Line and New York Point Print.	1840	.....	T.	.....	F.	Sch.....	1,000
Jackson*.....	Mississippi Institution for Deaf and Dumb.	1871	.....	.....	.....	.....	Sch.....	1,000
Jackson.....	Mississippi State Library..	1836	O.	T.	R.	F.	State.....	60,000
Natchez*.....	D'Evereaux Hall Orphan Asylum.	1865	.....	.....	.....	F.	A & R.....	1,000
Natchez.....	Fisk Memorial Library....	.....	.....	.....	B.	S.	Gen.....	5,000
Pontotoc.....	Chickasaw Female College.	1852	O.	C.	B.	F.	Col.....	2,000
Poplar Springs...	High School.....	.....	.....	.....	.....	.....	Sch.....	1,027
Port Gibson*.....	Chamberlain Hunt Academy.	1840	.....	.....	.....	F.	Sch.....	3,100
Rehoboth.....	Antiquarian Society Library.	1886	.....	C.	B.	F.	.....	1,150
Rodney.....	Alcorn Agricultural and Mechanical College.	.....	O.	T.	R.	F.	Col.....	2,403
Sherman.....	Mississippi Normal Institute.	.....	.....	.....	.....	.....	Sch.....	1,200
Springville*.....	Gill's Circulating Library..	1873	.....	.....	.....	S.	Social.....	2,000
University.....	University of Mississippi Library.	1848	O.	C.	B.	F.	Col.....	13,000
Verona.....	North Mississippi Female College.	.....	.....	.....	.....	.....	Col.....	1,000
Washington*.....	Jefferson College.....	.....	.....	.....	.....	.....	Col.....	2,000
West Point.....	West Point Law and Library Association.	1876	R.	C.	R.	S.	Law.....	2,000
<i>Missouri.</i>								
Ashley.....	Watson Historical Library.	1855	O.	C.	B.	S.	Hist.....	2,500
Bolivar.....	Southwest Baptist College Library.	1878	O.	C.	B.	F.	Col.....	1,000
Bonne Terre.....	St. Joseph Lead Company's Library.	1883	.....	C.	B.	F.	Social.....	2,100
Boonville'.....	Kemper Family School Library.	.....	.....	C.	B.	S.	Sch.....	1,500
Brunswick*.....	Library Association.....	1871	.....	.....	.....	S.	Gen.....	1,000
Canton*.....	Christian University.....	.....	.....	.....	.....	.....	.....	3,000
Canton.....	Meridian Lodge, I. O. O. F.	1888	O.	C.	B.	S.	I. O. O. F.....	2,250
Cape Girardeau*..	St. Vincent's College.....	1844	.....	.....	.....	F.	Col.....	12,200
Cape Girardeau...	Missouri State Normal School.	1874			B.	F.	Sch.....	1,600
Carthage*.....	Public Library.....	1876				S.	Gen.....	1,200

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10	11	12	13	14	15	16	17	18	19	20
2,561	177		901							W. H. Magruder.
2,000	300	150						\$250		Bro. Stameleus, president.
1,000	200	100	700	600				200		W. T. Lowry, president.
800	50	150				\$50		50		
500	400	100	1,800	200		600		500		M. L. Polk, librarian.
.....	100									Walter Noble, librarian.
200	100	50							\$2,500	Gen. W. N. Munroe.
500										W. L. Ellis, president.
100	12	100				20		20		J. B. Lehman, president.
300	100	75								
2,500	16	100						48		C. A. Huddleston, president.
200	100	100	600	200		100		100		L. D. Bragg, librarian.
.....										
.....	100							100		P. Fairly, M. D., superintendent.
.....										
.....	925	200						500		Rosa L. Tucker.
.....										
.....	85							35		Mrs. J. H. Walworts, president.
200										W. V. Frierson, president.
.....										J. M. Langston.
150	49	20	1,100	100				13		W. H. Marvel, librarian.
2,614	2	779						200		Prof. J. Anderson.
.....										D. C. Langston.
2,000	150	1,000						300	15,000	R. B. Fulton.
.....										L. B. Abell.
500	200	50						700		Fred. Beall, president.
100	25									
.....	50							45		H. L. Schoolcraft, B. A.
.....	12							75		R. E. L. Burks, president.
500	150					100		100		Gust. Setz, assistant superintendent.
.....										T. A. Johnston, principal.
300	200	100	4,000					250		
3,500										R. B. Turner, president.
400	200			600		200		200		J. U. Barnard.

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1	2	3	4	5	6	7	8	9
<i>Missouri—Cont'd.</i>								
Chillicothe	Hazelton Public School Library.	1878	O.		B.	S.	Sch	3,900
Clarksburg	Clarksburg College						Col	1,500
Clarksburg	Hooper Institute	1876	O.	C.	B.	F.	.....	1,000
Clinton	Public School Library		O.	T.	B.	F.	Sch	1,000
College Mound* ..	McGee College Library	1891	O.	C.	R.	F.	Col	1,000
Columbia*	Christian Female College					F.	Col	1,000
Columbia	Stephens College Library ..	1856	O.	C.	B.	S.	Col	2,000
Columbia	University of Missouri Library.	1840	O.	T.	R.	F.	Col	20,000
Rolla	Missouri School of Mines.	1871	O.	T.	B.	F.	Sci.	3,000
Farmington	Public school library	1887	O.	C.	B.	F.	Gen.	1,002
Fayette	Central College Library	1887	O.	C.	B.	S.	Col.	5,000
Fayette	Howard-Payne College						Col	1,000
Florissant	St. Stanislaus Seminary	1830		C.	R.	F.	Sch	5,000
Fulton	School for the Deaf and Dumb.		O.	T.	B.	F.	Sch	1,150
Fulton	Synodical Female College ..						Col	1,000
Fulton*	Westminster College						Col.	3,000
Glasgow	Lewis Library	1866	O.	C.	B.	S.	Gen	19,880
Harrisonville	High School						Sch	1,050
Independence*	Library Association	1871				S.	Gen	1,627
Independence*	Public School Library	1882				F.	Sch	1,300
Independence*	Woodland College						Col	1,000
Jefferson Barracks	Cavalry Depot Library	1875		Gov't.	C.	F.	Gen	1,193
Jefferson City	Lincoln Institute						Sch	1,000
Jefferson City	Missouri State Library	1833	O.	State		F.	State.	20,000
Jennings	St. Louis Seminary						Sch	2,500
Kansas City	Fetterman Library and Book Exchange.	1774	R.	C.	B.	S.	Social.	5,000
Kansas City	Public Library	1876	O.	C.	B.	S.	Gen	18,000
Kansas City*	Public School Libraries (4) ..					F.	Sch	1,700
Kidder	Kidder Institute Library	1881	O.	C.	B.	F.	Sch	1,500
Kirksville	State Normal School Library.	1872	O.	State	B.	F.	Sch	4,280
La Grange*	La Grange College	1866				F.	Col	2,000
Lamar*	Atwood's Circulating Library.	1881				S.	Social.	2,000
Lexington	Central Female College	1875		C.	B.	F.	Col	1,000
Liberty	Female College						Col	1,000
Liberty	William Jewell College Library.	1852		C.	B.	S.	Col	5,500
Louisiana	Public School Library	1872		C.	B.	S.	Sch	1,200
Marshall	Missouri Valley College						Col	1,500
Marshall*	Public School Library	1881				S.	Sch	1,000
Maryville*	Institute of Sacred Heart ..						Sch	5,000
Mexico*	Blanton Library	1880				S.	Social.	1,000
Mexico	Hardin Female College	1873	O.	C.	B.	S.	Col	1,000
Mexico	High School						Sch	1,200
Moberly	Public School Library	1880		C.	B.	F.	Sch	1,500
Neosho	High School						Sch	1,000
Nevada	Public School Library	1881	R.	.....	B.		Sch	1,238
Normandy*	Evangelical Theological Seminary.						Theol.	2,768
Palmyra*	St. Paul's College	1852				S.	Sch	3,000
Parkville	Park College	1875		C.	B.	F.	Col	2,000
Parkville	Park Literary Library			C.	B.	F.	Social.	1,500

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10	11	12	13	14	15	16	17	18	19	20
		144	15,000	10,000		\$200				Annie M. Broaddus, librarian.
400	100	150						\$200		H. T. Morton.
200	800	200								J. N. Hooper.
300	100	100								Charles B. Reynolds, superintendent.
250		25								L. M. Hatton, treasurer.
18,000	2,000	800			\$850	3,000		850		T. W. Barrett, president.
1,000	500	100			320	1,000		1,500		J. W. Monser, librarian.
10	54		549			40		23		A. L. McRae.
	30				270					S. T. Gresham, principal.
	200					200		200		Rev. John D. Hammond.
	50							200		Thomas O'Neil, president.
1,000										Henry Gross, librarian.
1,500	208	180					\$10,000	220	\$40,000	E. W. Bentley, trustee.
										H. F. Triplett.
25			3,841			60				A. J. Russell, first lieutenant.
	650					10,000				M. P. Belch, assistant librarian.
35,000	500	5,000	22,000							J. C. Fetterman.
	889		23,263	51,960		1,214		2,178	11,100	Carrie W. Whitney, librarian.
500	200	300								
	316		3,910					250		C. E. Ross, librarian.
	50									
555	750	200	15,000	8,000						Rev. J. Menefee.
300	3	25				30		6		R. P. Rider, librarian.
300										R. B. Simonson, superintendent.
140	125	48			100	95		130		A. K. Yancey, president.
										S. A. McMillan.
1,000	195	125	3,024	2,250				125		W. E. Coleman, superintendent.
										Mrs. B. N. Jones.
										Miss Lizzie Flemming.
800	500	200				500		350		Lowell M. McAfee, librarian.
100			1,000	500				10		Frank F. Brown.

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1	2	3	4	5	6	7	8	9
<i>Missouri—Cont'd.</i>								
Paynesville*.....	Paynesville School Institute.						Sch.....	1,000
Plattsburg.....	Plattsburg College Library.	1880	O.	C.	R.	.....	Sch.....	3,000
St. Charles.....	Lindenwood College Library.	1856	O.	C.	B.	F.	Col.....	2,500
St. Charles.....	Public School Library.....	1867	O.	T.	B.	F.	Sch.....	1,500
St. Charles.....	Sacred Heart Academy.....	1818	.....	C.	B.	.....	Sch.....	1,300
St. Charles.....	St. Charles Barronco Catholic Library.	1878	.....	C.	B.	S.	Social.....	5,500
St. Joseph.....	Academy of the Sacred Heart.	.....	.....	.....	.....	.....	Sch.....	2,000
St. Joseph.....	High School.....	.....	.....	.....	.....	.....	Sch.....	1,000
St. Joseph.....	St. Joseph Commercial College Library.	1868	O.	C.	R.	F.	Sch.....	1,500
St. Joseph*.....	Theo. Altona's Library.....	1866	.....	.....	.....	S.	Social.....	5,200
St. Joseph.....	Young Men's Christian Association.	1882	O.	C.	B.	F.	Y. M. C. A.	1,000
St. Louis.....	Academy of Science of St. Louis.	1856	.....	C.	R.	S.	Sci.....	16,000
St. Louis.....	Bibliothek des St. Louis Turn-Verein.	1850	O.	C.	C.	F.	Social.....	2,602
St. Louis*.....	Christian Brothers College.	.....	.....	.....	.....	.....	Col.....	10,900
St. Louis*.....	College for Medical Practitioners.	1880	.....	.....	.....	F.	Med.....	2,000
St. Louis*.....	Concordia Turnverein.....	.....	.....	.....	.....	S.	Social.....	1,800
St. Louis.....	Eden College Library.....	1852	.....	C.	C.	.....	Col.....	2,096
St. Louis*.....	Educational Institute Library.	1880	.....	Private	B.	.....	Sch.....	1,250
St. Louis.....	German Evangelical Lutheran Concordia College.	.....	.....	.....	.....	.....	Theol.....	7,000
St. Louis.....	Law Library Association of St. Louis.	1838	.....	C.	R.	S.	Law.....	18,138
St. Louis.....	Masonic Library.....	.....	.....	C.	R.	.....	Mas.....	1,000
St. Louis.....	Mercantile Library Association.	1846	O.	C.	B.	S.	Mer.....	78,300
St. Louis.....	Missouri Botanical Gardens.	1889	O.	C.	R.	F.	Sci.....	6,000
St. Louis.....	Missouri Historical Society.	1865	.....	.....	.....	S.	Hist.....	4,900
St. Louis*.....	Odd Fellows' Library.....	1868	.....	.....	.....	F.	I. O. O. F.	4,150
St. Louis.....	Public library.....	1865	.....	T.	B.	Both.	Gen.....	80,000
St. Louis*.....	R. C. Diocesan Library.....	1867	.....	.....	.....	F.	Theol.....	7,000
St. Louis*.....	St. John's Parochial Library	1860	.....	.....	.....	S.	Social.....	1,200
St. Louis*.....	St. Louis Medical College...	1840	.....	.....	.....	F.	Med.....	2,500
St. Louis*.....	St. Louis University.....	1828	.....	.....	.....	.....	Col.....	30,000
St. Louis*.....	Students' Library.....	1868	.....	.....	.....	S.	Col. Soc...	4,300
St. Louis.....	School of the Good Shepherd.	.....	.....	.....	.....	.....	Sch.....	1,200
St. Louis.....	Washington University Library.	1853	.....	C.	R.	F.	Col.....	5,000
St. Louis*.....	St. Louis Law School...	1872	.....	.....	.....	F.	Law.....	3,500
St. Louis.....	Young Men's Christian Association.	1876	R.	C.	B.	Both.	Y. M. C. A.	1,800
St. Louis*.....	Young Men's Sodality.....	1855	.....	.....	.....	S.	Social.....	2,000
Springfield.....	Drury College Library.....	1872	O.	C.	B.	F.	Col.....	20,000
Springfield*.....	Fairbanks and Shipman's Circulating Library.	1886	.....	.....	.....	S.	Gen.....	3,200
Stanberry*.....	Northwestern Normal School.	1881	.....	.....	.....	F.	Sch.....	1,000
Sweet Springs.....	Marmaduke Military Academy.	.....	.....	.....	.....	.....	Sch.....	1,136
Tarkio*.....	Tarkio College.....	.....	.....	.....	.....	.....	Col.....	2,000
Trenton.....	Jewett Norris Library.....	1890	O.	C.	B.	F.	Gen.....	5,000
Trenton*.....	Public School Library.....	.....	.....	.....	.....	F.	Sch.....	4,000
Warrensburg.....	Enoch Clark Library.....	1874	R.	C.	B.	S.	Social.....	1,195
Warrensburg.....	State Normal School Library, second district.	1871	.....	.....	B.	F.	Sch.....	5,000
Warrenton.....	Central Wesleyan College..	1864	O.	C.	B.	S.	Col.....	3,800

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
1,500	50	150						\$100		J. W. Ellis, president.
500										
300	235	60	4,800	125	\$100	\$115		100		G. W. Jones.
48	12	12				25		5		Louise Du Mont.
700	100		2,000			100				C. M. Charroppin.
										Madame A. M. Niederkorn.
100	100	50						100		Frank Strong.
	30		1,800	2,500		65		30		Brother Marcellian, president.
		319								Harry Curtis, secretary.
	120		3,137				\$150	126		Dr. G. Hambach.
1,000						5				F. J. Wippold, librarian.
1,000	125							127		Louis F. Haeberle, president.
150	50	25	1,050					85		J. Toensfeldt, principal.
	747					6,512		2,087		Gamble Jordan, librarian.
	3,404	283	106,979	108,405		102,538		6,352	\$383,353	John D. Vinid, secretary.
								4,261		Horace Kephart, librarian.
3,000	4,524	1,419	121,970	77,918	14,000	4,776		4,159		Oscar W. Collet, secretary.
										Frederick M. Crunden.
										Sister Catherine,
							6,600			W. S. Caaplin.
			1,029							George T. Coxhead, general secretary.
	321		2,090			120	1,000			Charles D. Adams, librarian.
										T. E. Spencer, superintendent.
100							16,000			F. A. Z. Kumler.
500	75		2,000	1,000		130	300	75		R. Baldwin, secretary.
200	500	50		25,000				1,453		George L. Osborne, president.
1,000	100	75						185		

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Montana.</i>								
Deer Lodge*	College of Montana						Col	1,200
Helena	Historical Library of the State of Montana.	1865	O.	State.	R.	F.	Hist	4,000
Helena	Public Library	1886	O.	T.	B.	F.	Gen	8,739
Helena*	State Library Law Division					F.	Law	3,200
Helena*	Miscellaneous Division.	1881				F.	State	4,000
<i>Nebraska.</i>								
Beatrice	High School						Sch	1,050
Beatrice	Woman's Christian Temperance Union.	1881	R.	C.	C.	S.	Social	2,000
Brownsville*	Library Association	1879				B.	Gen	1,056
Columbus	City School Library	1891			B.	F.	Sch	1,200
Crete	Doane College Library	1872	O.	C.	B.	B.	Col	5,608
Crete*	Public Library	1878				F.	Gen	1,500
Franklin	Franklin Academy Library.	1881	O.	C.	B.	F.		2,200
Grand Island	Public Library	1884		T.	B.	F.	Gen	2,524
Hastings	Hastings College	1882	O.		B.	F.	Col	2,000
Humboldt	Brunn Memorial Library	1884	O.	T.	B.	S.	Gen	2,200
Kearney	Women's Christian Temperance Union.		R.	C.	C.	F.	Social	1,000
Lancaster	Prison Library		O.	State.	B.	F.	A. & R	2,633
Lincoln	Nebraska State Library	1867	O.	State.	B.	F.	State	22,851
Lincoln	Public Library	1877	R.	T.	B.	F.	Gen	8,432
Lincoln*	Public School Library					F.	Sch	1,200
Lincoln	State Historical Society of Nebraska.	1878		T.	R.	F.	Hist	4,600
Lincoln	University of Nebraska	1870		State.	R.	F.	Col	17,000
Nebraska City	Ladies Library Association.	1882		C.	C.	S.	Social	1,490
Neligh	Gates College Library	1882	O.	C.	B.	F.	Col	5,000
Nobesville*	Gilbert Library of Nebraska State Prison.	1874				F.	A. & R	2,500
North Platte	Railroad Young Men's Christian Association.	1889	R.	C.	B.	F.	Y. M. C. A	1,140
Omaha	Academy of the Sacred Heart.						Sch	1,800
Omaha*	Brownell Hall	1866				F.	Sch	1,800
Omaha	Creighton College Library	1879	O.	C.	B.	F.	Col	7,000
Omaha	Students' Library Association.	1880		C.	B.	S.	Col. soc	1,600
Omaha*	Law Library Association	1872				S.	Law	2,500
Omaha	Public Library	1872	R.	T.	B.	F.	Gen	36,235
Peru	Normal School Library	1870	O.	T.	B.	F.	Sch	5,549
Ponca	High School						Sch	2,000
Republican City*	McPherson's Normal College.	1884				F.	Sch	2,000
University Place	Nebraska Wesleyan University.							1,000
<i>Nevada.</i>								
Carlin*	Library Association	1874				S.	Gen	1,777
Carson City*	Masonic Library	1875					Mas	1,000
Carson City	Nevada State Library	1865	O.	T.	R.	F.	State	26,000
Carson City*	State Prison Library	1872				F.	A. & R	1,200
Reno*	State University of Nevada.						Col	3,018
Reno*	Whitaker Hall							1,000
Virginia City*	Miners' Union Library	1867	O.	C.	C.	Both.	Social	4,220
Wadsworth	Engineers' and Mechanics' Library.	1879				S.	Sci	2,000

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1	2	3	4	5	6	7	8	9
<i>New Hampshire.</i>								
Amherst	Town Library	1859	O.	T.	B.	F.	Gen	2,167
Andover	Proctor Academy						Sch	1,200
Ashland	Town Library	1870	R.	T.	B.	F.	Gen	1,649
Atkinson*	Atkinson Academy	1879				F.	Sch	1,500
Bethlehem	Bethlehem Library Association.	1877		C.	B.	S.	Gen	1,274
Bristol	The Minot-Sleeper Library	1884	O.	T.	B.	F.	Gen	2,247
Brookline*	Public Library	1878				F.	Gen	1,196
Claremont	Fisk Free Library	1873	O.	T.	B.	F.	Gen	6,200
Concord*	High School Library	1859				F.	Sch	1,000
Concord	New Hampshire Asylum for the Insane.	1842		T.	B.	F.	A. & R.	1,892
Concord*	New Hampshire Historical Society.	1822				F.	Hist	10,300
Concord	New Hampshire State Library.	1819		T.	B.	F.	Gen	30,000
Concord	Public Library	1855		T.	B.	F.	Gen	16,000
Concord	St. Paul's School	1856	O.	C.	B.	S.	Sch	8,250
Concord	State Board of Agriculture.				R.		Sci	1,000
Concord	State Board of Health	1882	O.	T.	R.	F.	San, Sci.	1,200
Concord*	State Department of Public Instruction.	1874				F.		1,220
Contoocook	Contoocook Library	1871	R.	C.	B.	S.	Gen	1,473
Deerfield Center ..	Philbrick-James Library	1880		T.	B.	F.	Gen	2,000
Derry	Pinkerton Academy Library	1860		C.	B.	F.		1,860
Derry Depot*	Leach Library	1889				F.		1,980
Dover	Public Library	1883		T.	B.	F.	Gen	15,500
Dublin*	Juvenile and Social Library	1824				S.	Social	2,394
Dublin	Public Library	1885		T.	B.	F.	Gen	2,400
Durham	Durham Library Association.	1881	O.	C.	B.	S.	Social	3,000
East Derry	Taylor Library	1877		T.	B.	F.	Gen	2,382
East Jaffrey	Jaffrey Public Library	1882	R.	T.	B.	F.	Gen	1,367
East Rindge	East Rindge Library	1870		C.	B.	S.	Gen	1,400
East Rochester	East Rochester Free Library	1885		T. & C.	B.	F.	Gen	1,208
Exeter	Phillips-Exeter Academy Library.	1781	O.	C.	R.	F.	Sch	1,500
Exeter	Public Library	1853		T.	B.	F.	Gen	7,000
Fitzwilliam	Town Library	1871		T.	B.	F.	Gen	4,008
Francestown	Town Library	1873		T.	B.	F.	Gen	2,000
Franklin*	Library Association	1864				S.	Gen	1,800
Franklin Falls	Smith Library (Unitarian Society).	1880	R.	C.	B.	Both.	Social	2,800
Gorham*	Mountaineer Circulating Library.	1881				S.	Social	1,100
Great Falls	Manufacturers' and Village Library.	1840		C.	B.	S.	Gen	10,000
Hampton	Public Library	1865		T.	B.	F.	Gen	1,704
Hampton Falls	Ladies' Social Library	1886				S.	Social	1,000
Hancock	Town Library	1860	O.	C.	B.	F.	Gen	2,321
Hanover	Dartmouth College Library.	1779	O.	C.	B.	Both.	Col	75,000
Hanover	New Hampshire College of Agriculture and Mechanic Arts.						Col	1,000
Harrisville	Town Library	1874	O.	T.	B.	F.	Gen	1,375
Hillsboro	Fuller Public Library	1811	R.	T.	B.	F.	Gen	2,998
Hinsdale	Town Library	1879		T.	B.	F.	Gen	3,000

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10	11	12	13	14	15	16	17	18	19	20
.....	110		2,081		\$200			\$92	\$3,300	Ellen M. Burnham, librarian.
21	151				100			114		Jas. F. Morton, A. M.
.....	40	.....	.....	.....	.....	\$70	.....	45	.....	Lucy A. Dearborn, librarian.
.....	150	.....	.....	.....	240	112	\$2,500	225	.....	Benjamin Tucker, librarian.
.....	500	.....	4,500	.....	250	300	300	500	5,000	Abbie Field, librarian.
25	15	25	.....	.....	100	.....	.....	75	.....	A. C. Nason.
.....	2,245	2,142	.....	.....	3,000	164	.....	3,024	.....	Arthur K. Kimball, State librarian.
500	1,200	300	89,133	.....	6,000	144	2,000	2,000	.....	Daniel F. Secomb, librarian.
500	384	50	6,000	.....	.....	547	.....	500	.....	Charles S. Knox.
2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	A. J. Buchellen.
.....	98	.....	1,466	.....	.....	76	150	61	.....	Irving A. Watson.
.....	.....	.....	2,095	.....	50	150	3,500	.....	.....	Mrs. Annie E. Haddon, librarian.
.....	.....	.....	200	1,860	.....	.....	.....	500	.....	M. Alice Whidden.
600	1,304	95	55,201	8,200	4,750	60	1,000	954	.....	Mary Upham Bingham.
.....	100	.....	2,421	.....	100	.....	.....	50	.....	C. H. Garland, librarian.
200	300	50	.....	.....	75	278	1,200	250	500	Mrs. M. E. Leffingwell, librarian.
.....	135	70	3,844	.....	.....	.....	3,000	.....	.....	J. B. Smith, librarian.
45	.....	70	5,000	.....	200	.....	.....	45	.....	Adaline A. Reynolds, librarian.
28	.....	.....	.....	.....	.....	.....	.....	.....	.....	Mrs. S. U. Slason, librarian.
40	151	10	7,409	.....	150	450	.....	80	.....	Miss Jennie E. Converse.
100	.....	.....	.....	.....	.....	200	.....	200	.....	J. H. Whittier, secretary.
.....	400	.....	.....	.....	700	300	5,000	600	.....	Prof. J. A. Tufts.
.....	91	.....	3,780	.....	50	7	.....	50	.....	Frances E. Moulton, librarian.
.....	100	30	5,000	.....	150	.....	.....	98	.....	O. L. Brock, superintendent.
.....	.....	.....	4,640	.....	.....	60	1,500	.....	.....	Geo. K. Wood, librarian.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Mary E. Daniell, librarian.
700	900	50	5,204	.....	160	1,250	2,000	1,000	.....	Jared P. Hubbard, librarian.
50	65	12	2,519	20	100	5	.....	61	.....	S. Albert Shaw, librarian.
.....	64	.....	.....	.....	.....	546	12,000	189	3,700	Helen M. Saubis, librarian.
10,000	2,500	.....	.....	.....	2,200	1,100	.....	1,500	70,000	John P. Hills, chairman.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	M. D. Bisbee.
.....	.....	.....	2,590	.....	50	.....	.....	32	.....	Laura M. Tuttle, librarian.
.....	191		7,896		180		3,000	180		Mary C. Bixby, librarian.
500	100	75	200	2,800	30		400	350		Mrs. Frank Stearns.

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1	2	3	4	5	6	7	8	9
<i>New Hampshire—Continued.</i>								
Hollis.....	Social Library.....	1799		T.	B.	F.	Social.....	3,600
Hopkinton*.....	Public Library Association.....	1871	.....	.....	.....	S.	Gen.....	1,040
Jackson.....	Public Library.....	1879	.....	.....	B.	F.	Gen.....	1,755
Keene.....	Public Library.....	1875	.....	T.	B.	F.	Gen.....	7,913
Laconia.....	Public Library.....	1878	R.	T.	B.	F.	Gen.....	5,639
Lakeport.....	Hubbard's Circulating Library.....	1883	R.	Private.	B.	S.	Social.....	1,050
Lancaster.....	Public Library.....	1860	R.	T.	B.	F.	Gen.....	4,877
Lebanon.....	Leavitt's Circulating Library.....	1869	O.	.....	.....	.....	Gen.....	1,091
Lebanon.....	Public Library.....	1889	.....	T.	B.	F.	Gen.....	4,000
Lisbon*.....	Village Library.....	1865	.....	.....	.....	S.	Gen.....	1,605
Londonderry.....	Leach Library.....	1879	O.	T.	B.	F.	Gen.....	2,094
Lyme.....	Turner Social Library.....	1797	.....	C.	B.	S.	Social.....	3,000
Manchester.....	City Library.....	1854	O.	T.	B.	F.	Gen.....	32,923
Marlboro.....	Frost Free Library.....	1866	O.	C.	B.	F.	Gen.....	4,600
Meriden.....	Kimball Union Academy Library.....	.....	O.	C.	B.	.....	Sch.....	1,200
Meriden*.....	Philadelphia Society.....	.....	.....	.....	.....	F.	Col. Soc....	1,000
Milford.....	Free Library.....	1868	O.	T.	B.	F.	Gen.....	4,321
Mount Vernon*.....	McCollom Institute.....	.....	.....	.....	.....	.....	Sch.....	1,000
Nashua.....	Public Library.....	1867	R.	T.	B.	F.	Gen.....	10,000
New Brunswick.....	High School.....	.....	.....	.....	.....	.....	Sch.....	3,000
New Hampton.....	Literary Adelphi Library.....	1827	.....	C.	B.	F.	Soc.....	1,370
New Hampton.....	Social Fraternity Library.....	.....	.....	C.	B.	F.	Col. Soc....	1,635
New London.....	Colby Academy Library.....	1887	O.	C.	B.	Both.	Social.....	2,909
New Market.....	Town Library.....	1872	O.	T.	B.	F.	Gen.....	2,500
Newport.....	Richards' Free Library.....	1888	O.	C.	B.	F.	Gen.....	3,570
Northwood Center.....	Coe's Academy Library.....	1867	O.	.....	B.	F.	Sch.....	1,000
Penacook*.....	Library Association.....	1866	.....	.....	.....	S.	Gen.....	1,400
Peterboro.....	Town Library.....	1833	.....	T.	B.	F.	Gen.....	6,476
Plymouth.....	Holderness School for Boys.....	.....	.....	.....	.....	.....	Sch.....	1,000
Plymouth.....	Young Ladies' Library Association.....	1878	O.	C.	B.	S.	Social.....	2,103
Portsmouth.....	Free Public Library.....	1881	R.	T.	B.	F.	Gen.....	9,700
Portsmouth.....	Portsmouth Athenæum.....	1817	O.	C.	B.	S.	Gen.....	10,781
Rochester*.....	Social Library.....	1792	.....	.....	.....	S.	Social.....	2,200
Shaker Village*.....	Shaker Community.....	1854	.....	.....	.....	.....	Social.....	2,000
Suncook.....	Pentagon Circulating Library.....	1875	.....	Private	B.	S.	Social.....	1,450
Surry.....	Reed Free Library.....	1881	.....	.....	B.	F.	Gen.....	2,001
Swanzy.....	Mount Caesar Union Library Association.....	1880	O.	C.	B.	S.	.....	1,186
Tilton.....	New Hampshire Conference Seminary and Female College.....	.....	.....	C.	R.	F.	Sch.....	1,500
Walpole.....	Town Library.....	1854	O.	T.	B.	F.	Gen.....	4,677
Warner.....	Pillsbury Free Library.....	1891	O.	T.	B.	F.	Gen.....	4,283
Warner.....	Simonds' Free High School District.....	1872	.....	.....	B.	F.	Sch.....	1,130
Washington.....	Shedd Free Library.....	1869	O.	T.	B.	F.	Gen.....	2,363
West Lebanon*.....	Tilden Ladies' Seminary.....	1854	.....	.....	.....	S.	Sch.....	1,400
West Lebanon.....	West Lebanon Library Association.....	1869	.....	T.	B.	S.	Social.....	1,008
West Swanzy*.....	Stratton Free Library.....	1885	.....	.....	.....	F.	Gen.....	2,418
Winchester.....	Public Library.....	1876	O.	T.	B.	F.	Gen.....	3,500
Windham.....	Nesmith Library.....	1871		C.	B.	F.	Gen.....	2,791

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10	11	12	13	14	15	16	17	18	19	20
	156		4,596		\$250					Levi Abbott, chairman.
519	94		410	838				\$8		Josie G. Trickey, librarian.
	493		23,223		1,100			677		Mrs. L. M. Converse, librarian.
1,000	243	70	24,378		600	\$160	\$1,000	290		Julia S. Busiel, librarian. John M. Hubbard.
	100				400	40		150		F. D. Hutchins, treasurer.
600	50	100						80		G. A. Leavitt.
	500				500			500		E. H. Thompson, secretary.
112	13	9	2,150		108	53	1,000	4		Charles S. Pillsbury, treasurer.
		26	1,000			25		21		P. E. Fairfield, librarian.
1,990	1,290		56,265	8,270	3,800	748	7,000	2,057	\$30,000	W. G. Hunt, treasurer.
	50		7,000			100	5,000			Mrs. H. H. Pease, librarian.
										John T. Duncan, treasurer.
100	195	37	10,508		300	250	5,000	155	15,000	F. W. Richardson, president.
	1,680				2,000			851		H. Crombie, librarian.
	50		1,370					25		W. C. Armstrong.
	6							75		J. W. Merrow.
500	55	100	900							A. C. Phipps.
	300			100	250			250	15,000	Mary E. Burpee, librarian.
	440		13,379	217			15,000		25,000	Geo. L. Dearborn, secretary.
200	100	25				50		50		J. W. Parmelee, secretary.
	153		7,941		581			7		F. L. Pattee, principal.
										Mrs. Eva E. Coffin, librarian.
75	90		4,160					100		Rev. L. Webster.
										M. H. Leverett, librarian.
500	200	68	20,921		1,200	180	3,000	200		Robert E. Rich, librarian.
	624		2,221			623	11,000			
50	5	20	150					15		Joseph Wilkins.
52	124		1,480			160	4,000	116		Mrs. Mary E. Field, librarian.
30	43		2,600					38	3,000	L. J. W. Carpenter, chairman.
300	500	100								J. M. Durrell, president.
	557				250			76	7,000	Thomas B. Beck, secretary.
60			8,085	531						Mary Bartlett Harris, librarian.
16	20	16	2,623							F. M. Farnum.
50	172	12	3,986	500			2,500	110	5,000	Clara M. Hurd, librarian.
50	33	20	500		25	75				Jennie B. Hosley, librarian.
	100				300			150	15,000	J. Grace Alexander.
100	50	18	947			60	1,000	60		J. K. Bradford.

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1	2	3	4	5	6	7	8	9
<i>New Jersey.</i>								
Atlantic City.....	Public School Library.....	1875	O.		B.	F.	Sch.....	2,500
Beverly*.....	Trinity Hall.....	.....	.....	.....	.....	.....	Sch.....	1,100
Blairstown.....	Scribner Library (Blair Presbyterian Academy).	1875	.....	C.	B.	F.	Sch.....	1,100
Bloomfield.....	German Theological School of Newark, N. J.	.....	.....	C.	B.	F.	Theol.....	4,000
Bordentown.....	Bordentown College Library.	1853	O.	.....	R.	.....	Col.....	1,200
Bridgeton*.....	Ivy Hall Seminary.....	1861	.....	.....	.....	F.	Sch.....	1,050
Bridgeton.....	South Jersey Institute Library.	1870	O.	C.	B.	F.	Sch.....	2,000
Bridgeton.....	West Jersey Academy.....	.....	.....	.....	.....	.....	Sch.....	2,000
Bridgeton.....	Young Men's Christian Association.	1859	R.	C.	B.	F.	Y. M. C. A.	2,000
Burlington.....	Library Company of Burlington.	1758	O.	C.	B.	S.	Gen.....	11,500
Camden.....	Camden County Bar Association.	1883	R.	C.	R.	S.	Law.....	3,199
Camden.....	McKinstry's Circulating Library.	1870	R.	Private	B.	S.	Social.....	3,000
Camden*.....	North Baptist Church Library.	1886	.....	.....	.....	.....	Social.....	1,860
Chatham.....	Chatham Circulating Library.	1882	R.	C.	B.	S.	Social.....	1,300
Elizabeth.....	Library, School (2).....	1881	.....	T.	B.	F.	Sch.....	1,134
Elizabeth.....	Public Library and Reading Room.	1885	R.	C.	B.	F.	Gen.....	5,879
Elizabeth*.....	Putnam Circulating Library.	1875	.....	.....	.....	S.	Social.....	1,500
Freehold*.....	Freehold Institute.....	1845	.....	.....	.....	F.	Sch.....	2,000
Freehold.....	Freehold Lyceum.....	1882	R.	C.	B.	S.	Social.....	1,734
Hackettstown.....	Centenary Collegiate Institute Library.	1874	O.	C.	B.	F.	Sch.....	1,300
Hightstown.....	Longstreet Library (Piedie Institute).	1889	O.	C.	B.	F.	Sch.....	4,151
Hoboken.....	Academical Society Library.	1860	O.	C.	B.	F.	Sch.....	1,000
Hoboken*.....	Franklin Lyceum.....	.....	.....	.....	.....	S.	Social.....	2,000
Hoboken.....	Railroad Department Y. M. C. A.	.....	.....	C.	B.	S.	Y. M. C. A.	2,500
Hoboken.....	St. Mary's Library.....	1877	O.	C.	B.	F.	Gen.....	1,700
Hoboken.....	Stevens Institute of Technology.	1871	O.	C.	R.	F.	Sci.....	7,200
Jamesburg.....	New Jersey State Reform School.	1866	O.	State.	B.	F.	A. & R.....	1,000
Jersey City.....	Free Public Library.....	1889	R.	T.	B.	F.	Gen.....	19,859
Jersey City*.....	Law Library Association..	1872	.....	.....	.....	S.	Law.....	3,000
Jersey City*.....	Public School Free Library	1873	.....	.....	.....	F.	Sch.....	5,000
Jersey City.....	St. Dominic's Academy.....	.....	.....	.....	.....	.....	Sch.....	2,000
Jersey City*.....	St. Peter's College.....	.....	.....	.....	.....	.....	Col.....	7,000
Kearney*.....	New Jersey Home for Disabled Soldiers.	1866	O.	State.	B.	F.	Gen.....	1,203
Lakewood.....	The Oaks.....	.....	.....	.....	.....	.....	Sch.....	2,000
Lakewood.....	Public Library.....	1869	R.	C.	B.	S.	Gen.....	1,600
Lambertville.....	Stryker Library.....	1882	.....	C.	B.	S.	Gen.....	2,580
Lawrenceville.....	Lawrenceville School Library.	1888	O.	.....	B.	F.	Sch.....	3,000
Long Branch*.....	Free Reading Room and Library.	1878	.....	.....	.....	S.	Gen.....	1,600
Madison.....	Cornell Hall, Drew Theological Seminary.	1868	O.	C.	B.	F.	Theol.....	27,201
Millville.....	Library and Reading Room	1864	R.	C.	B.	S.	Gen.....	3,000
Mont Clair.....	Mont Clair Library Association.	1868	.....	C.	B.	F.	Gen.....	1,700
Moorestown.....	Friends' Library Association.	1853	O.	C.	B.	S.	Social.....	1,153

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
										Chas. B. Boyer.
100	100	40	200	500		\$125		\$50		J. H. Shumaker, principal.
	300									Charles E. Knox, librarian.
1,000										
	300									H. K. Trask, principal.
800		250	2,500	500						Phoebus W. Lyon. H. Clifford Seip, general secretary.
	110	50			\$246	475		250		R. J. Dutton, treasurer.
1,000	152	175				1,200		362		B. F. H. Shreve, librarian.
										C. McKinstry.
200	200		2,000	50		1,150		125		Robert Littlejohn, librarian.
	24		2,810	701		22		21		N. W. Pease, principal.
	426		34,433			1,135		136		George S. Leary, chairman.
50	31		130					18		Miss Ella H. Nevins.
500	50	100	1,300					100		Rev. George H. Whitney, president.
2,000	150					750	\$2,500	150	\$13,000	H. G. Slaughter, principal.
	20		1,200					30		Ernest Richard.
50	2,000	25	650					281		Neason Jones, general secretary.
400	150	100	340					200		Rev. Patrick Conigan.
500	200	50						1,150		A. Riesenberger, librarian.
700	500	100	2,500		1,000			500		Ira Otterson, superintendent.
986	19,859	986	107,538					11,116		Geo. Watson Cole, librarian.
	114									Rev. J. Harper, S. J.
										Peter F. Rogers, superintendent.
										Miss E. L. Farmington.
	125		2,270			127		73		K. A. O'Leary.
500	200	100	1,900	2,000		300	1,200	200		S. B. Hunt, librarian.
										James C. Mackenzie.
13,206	705	1,206	3,973	4,210				150		S. G. Ayers, librarian.
400	135	50	2,700			450		125		Lewis Barrett, librarian.
										Miss Eliza H. Gilbert, librarian.
300	35	30						65	2,300	

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>New Jersey—Continued.</i>								
Morristown.....	Morristown Library.	1878	O.	C.	B.	S.	Social.	15,000
Morristown*.....	Morristown Seminary.....						Sch.	1,200
Mount Holly	Burlington County Lyceum of History and Natural Science.	1765	R.	C.	B.	Both.	Sci.	5,500
Newark*	Board of Trade					F.	Mer.	1,000
Newark	Coleman National Business College.						Col.	1,000
Newark	Essex County Law Library.	1879	R.	C.	R.	S.	Law.	4,000
Newark	Free Public Library	1838	R.	T.	B.	F.	Gen.	31,188
Newark*	Library Association	1847				S.	Gen.	27,523
Newark	New Jersey Historical Society.	1845	R.	C.	R.	F.	Hist.	14,121
Newark	Public school libraries.....	1878			B.	F.	Sch.	11,365
Newark	St. Benedict's College Library.	1870	O.	C.	B.	S.	Col.	1,600
Newark*	Young Men's Catholic Association.	1856	O.	C.	B.	F.	Social.	1,500
New Brunswick* ..	Free Circulating Library ..	1883				F.	Gen.	3,812
New Brunswick ..	Rutgers College Library ..	1766	O.		B.	F.	Col.	27,568
New Brunswick* ..	Philoclean Society	1828				S.	Col. soc.	1,400
New Brunswick ..	Sage Library Theological Seminary.	1875	O.	C.	B.	F.	Theol.	41,500
Newton.....	Dennis Library	1873	O.	C.	B.	S.	Gen.	6,600
Orange	Free Library.....	1884	O.	C.	B.	F.	Gen.	5,300
Paterson	Free Public Library	1885	O.	T.	B.	F.	Gen.	15,893
Paterson	Normal Training School.....						Sch.	1,200
Paterson*	Orphan Asylum Library.....						A. & R.	1,000
Paterson*	Public school libraries (3) ..	1881				F.	Sch.	2,228
Pennington*	Pennington Institute						Sch.	2,500
Pennington*	Pennington Seminary	1844				F.	Sch.	1,000
Plainfield.....	Public Library and Reading Room.	1881	O.	T.	B.	F.	Gen.	10,537
Plainfield*	Public School Library.....	1867				F.	Sch.	1,300
Plainfield	Seminary for Young Ladies ..						Sch.	1,000
Plainfield	Young Men's Christian Association.	1867	R.	C.	B.	S.	Y.M.C.A.	1,400
Princeton.....	College of New Jersey Library.	1750	O.	C.	B.	F.	Col.	84,221
Princeton.....	American Whig Society	1769	O.	C.	B.	F.	Col. soc.	10,000
Princeton.....	Clisophic Society	1765	O.	C.	B.	S.	Col. soc.	10,000
Princeton*	Young Men's Christian Association.						Y.M.C.A.	1,300
Princeton*	E. M. Museum.....	1874				F.	Sci.	3,000
Princeton.....	Ivy Hall Library.....	1872			B.	S.	Sch.	3,754
Princeton.....	Theological Seminary of the Presbyterian Church.	1812	O.	C.	B.	F.	Theol.	53,938
Rahway	Rahway Library Association.	1858	O.	C.	B.	S.	Gen.	10,000
Red Bank	Red Bank Circulating Library.	1884	R.	C.	B.	S.	Gen.	1,145
Rutherford*	School District No. 40, Bergen County.	1868				F.	Sch.	1,100
Salem.....	Salem Library Company ...	1804	O.	C.	B.	S.	Gen.	8,123
Shrewsbury	Shrewsbury Library Association.	1862	O.	C.	B.	S.	Gen.	1,194
Somerville.....	Somerville Public Library ..	1871	R.	C.	B.	S.	Gen.	2,150
South Orange	Seaton Hall College						Col.	5,000
South Orange.....	South Orange Free Public Circulating Library Association.	1886	R.	C.	B.	F.	Gen.	3,140
Summit*	Library Association.....	1874				S.	Gen.	1,076

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10	11	12	13	14	15	16	17	18	19	20
600	400	2	13,071	500				\$266		Carrie O. Lounsbury, librarian.
700	150	400	3,600	2,000			\$12,500	177		Henry I. Budd, vice-president.
400	200	150		1,500						Geo. E. Clymer, librarian.
2,500	8,454		306,066	100,000				6,273		Frank P. Hill, librarian.
15,000	345	1,011								F. W. Ricord.
	749							320		Wm. Y. Barringer, superintendent.
100	50	60	800	1,200				200		Cornelius Eckl.
200	25	40	100	100				100		T. J. Ryan, librarian.
5,000	1,806						21,000			Irving S. Upson, librarian.
7,500	600	150	3,000	10,000			65,000	1,500	\$75,000	John C. Van Dyke, librarian.
	293	70	16,400	4,900			5,000	175	30,000	Sara M. Moore.
	672			25,086		\$1,609				Mary C. Watson, treasurer.
3,000	2,065	257	91,256	603	\$9,608	515		3,220	70,000	G. F. Winchester, librarian.
958	556	644	19,544		2,800			323		Emma L. Adams, librarian.
			250							Miss Elvira Kenyon.
25,000	2,420	562	22,784			2,500	50,000	4,000	120,000	J. H. Manning, general secretary.
2,000	150		500						50,000	E. C. Richardson.
	50		1,000					50	50,000	C. W. Ollby, librarian.
654	84	108	282					85		Wm. M. Spiegel.
23,005	806	60	7,000				61,000	1,300		J. A. T. Swann, president.
	1,000		10,000				16,000		10,000	Rev. J. H. Dulles, librarian.
	185		4,102			660		150		J. R. Shotwell.
										Mrs. J. T. Burrows, secretary.
400	147	100	11,159			620	5,000	205	12,500	M. H. Stratton, librarian.
800	65	50	1,300	520	20	250		50	300	Mrs. A. V. Jennings, secretary.
	40		2,196					50		S. J. Little, librarian.
1,000										
225	113		11,062			1,116	2,500	78		Alma R. Van Hovenberg, librarian.

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1	2	3	4	5	6	7	8	9
<i>New Jersey—Continued.</i>								
Trenton*	Grand Lodge I. O. O. F.	1844				F.	I. O. O. F.	1,500
Trenton	New Jersey State Library	1822	O.	T.	R.	F.	State	38,586
Trenton	New Jersey State Lunatic Asylum.	1848	.....	T.	B.	F.	A. & R.	2,541
Trenton	New Jersey State Prison Library.	1845	.....	T.	B.	F.	A. & R.	5,000
Trenton*	Skelton Library	1878	.....	.....	.....	F.	Sch.	1,000
Trenton	State Normal School	1857	O.	T.	R.	F.	Sch.	3,500
Trenton	Union Library and Free Reading Room (W. C. T. U.)	1879	R.	C.	B.	S.	Gen	5,923
Vineland	Library Association	1876	.....	.....	B.	.....	Gen	1,500
Woodbury	Woodbury Library Co.	1794	R.	C.	B.	S.	Gen	3,009
Woodstown	Pilesgrove Library Association.	1858	R.	C.	B.	S.	Gen	1,448
<i>New Mexico.</i>								
Fort Bayard	Post Library	1867	O.	Govt.	B.	F.	Gar.	1,494
Las Vegas	Revista Catolica	1875	O.	C.	R.	.....	Col	2,500
Santa Fe	Christian Brothers College Library.	1859	.....	C.	B.	F.	Col	1,430
Santa Fe	Territorial Library	1850	.....	T.	R.	F.	Law	4,500
Santa Fe	University of New Mexico.	1881	O.	C.	B.	F.	Col	1,200
<i>New York.</i>								
Addison	Union School Library	1867	O.	.....	B.	F.	Sch	1,734
Albany	Academy of the Sacred Heart	.....	.....	.....	.....	.....	Sch	3,159
Albany	Albany Academy Library	.....	.....	.....	B.	F.	Sch	2,000
Albany*	Albany Female Academy	1814	.....	.....	.....	F.	Sch	4,000
Albany	Albany Institute	1793	R.	C.	B.	.....	.....	5,000
Albany	Albany Law School	.....	.....	.....	.....	.....	Law	1,215
Albany	Albany Medical College	1839	.....	C.	R.	F.	Med	4,000
Albany	Albany Orphan Asylum Library.	1829	.....	C.	B.	F.	Gen	1,060
Albany	Albany Y. M. C. A. Library	1857	O.	C.	B.	Both.	Y. M. C. A.	3,600
Albany	Christian Brothers' Academy	.....	.....	.....	.....	.....	Sch	1,929
Albany	New York State Library	1818	O.	T.	B.	F.	Gen	157,114
Albany	New York State Law Library.	1818	O.	T.	R.	F.	Law	45,982
Albany	Public School Library	1882	.....	T.	B.	F.	Sch	6,551
Albany	Railroad Y. M. C. A. Library	1880	O.	C.	B.	S.	Gen	1,700
Albany	St. Agnes' School Library	1870	O.	C.	.....	.....	Sch	3,400
Albany*	State Court of Appeals Consultation Library.	1850	.....	.....	.....	.....	Law	3,500
Albany*	State Museum of Natural History.	184	.....	.....	.....	.....	Sci	1,000
Albany	State Normal College	1844	O.	T.	B.	F.	Sch	2,800
Albany	Young Men's Association Library.	1833	O.	T.	B.	S.	Gen	21,000
Albion*	Hart Library and Reading Room.	.....	.....	.....	.....	F.	Gen	4,000
Albion	Union School Library	1876	O.	T.	B.	F.	Sch	4,000
Alexander	Union School	.....	.....	.....	.....	.....	Sch	1,090
Alfred Center	Alfred University Library	1844	O.	C.	B.	F.	Col	8,219
Allegany	St. Bonaventure's College Library.	1875		C.	R.		Col	6,272

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10	11	12	13	14	15	16	17	18	19	20
	1,440							\$3,635		Morris R. Hamilton, State librarian.
							\$5,000			John W. Ward, superintendent.
400	50	50	52,000		\$100			75		Jno. M. Rogers, librarian.
	100				75			75		
	300		13,330					231		Martha F. Nelson, librarian.
200										Frank D. Andrews.
100	75		8,000			\$432		90		Alfred S. Marshall, librarian.
	45		1,534			290		53		E. S. Fogg, secretary.
500	12		400							Allen Allensworth.
1,000	100	100						100	\$1,000	Rev. C. M. Capilupi.
230	40	20						75		Bro. Botulpe.
1,000					1,500		1,500			F. F. Pino, Territorial librarian.
500	200	350								Wm. M. Berger, secretary.
200					100			213		Delmar M. Darrin, librarian.
	175		1,000			250		300		Madame S. Jones.
1,000	50	25			800					H. Warner.
										George R. Howell, secretary.
	50							50		W. H. Tenher.
50	990	15	4,729			963		303		Albert D. Fuller, superintendent.
22,761	7,269	5,874	7,186	280,000	37,900			10,336		Frank C. Patten.
150	1,709	125		40,000				3,000		Brother Constantine.
	791		10,307		900	830		1,242		Melvil Dewey, director.
50	75	75	4,780					50		Stephen B. Griswold, librarian.
500	150	50						500		Frances M. Prentice, librarian.
										L. S. Fish, secretary.
										Miss Ellen W. Boyd.
200	50	35								
1,000	150	50	51,000	2,000			14,000	150	160,000	William J. Milne, president.
										Joshua E. Crane, librarian.
1,400	450	200	5,827	3,248	285			285		Freeman A. Green, superintendent.
2,744	506		3,959					57		W. A. Andrews.
497										Edward Tomlinson, librarian.
										Michael Mann.

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1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
Amenia*	Amenia Seminary	1835				F.	Sch	1,800
Amsterdam	St. Mary's Catholic Institute.						Sch	1,200
Amsterdam	Young Men's Christian Association.		O.	C.	B.	F.	Y. M. C. A.	1,300
Annandale	St. Stephen's College Library	1860	O.	C.	B.		Col	9,000
Argyle	Argyle Academy						Sch	1,000
Attica*	Union School Library					F.	Sch	1,264
Auburn	Auburn Theological Seminary.	1821	O.	C.	B.	F.	Theol.	19,619
Auburn	Seymour Library	1876	R.	C.	B.	S.	Gen.	11,285
Auburn*	State Prison Library	1841				F.	A. & R.	1,200
Aurora*	Cayuga Lake Military Academy.	1856				S.	Sch	3,654
Aurora	Wells College Library	1868	O.			F.	Col	3,070
Babylon	Union School Reference Library.		O.	T.	R.	F.	Sch	1,200
Bainbridge	Union School	1873	O.	T.	B.	F.	Sch	1,120
Ballston Spa	Saratoga County Law Library.	1820		T.	R.	F.	Law	1,000
Batavia*	Batavia Library	1872				S.	Gen.	3,240
Batavia*	State Institution for the Blind.	1865				F.	Sch	1,800
Batavia	Union School Library	1846	O.	T.	B.	F.	Sch	10,000
Bath*	Library Association	1869				S.	Gen.	5,500
Bath-on-Hudson	Union Free School, District No. 6.	1844	O.	T.	B.	F.	Sch	1,200
Belleville	Union Academy Library	1826	O.	C.	B.	F.	Sch	1,900
Bennington*	Free Library	1865				F.	Gen	4,400
Binghamton	Binghamton Library Association.	1874	R.	C.	B.	S.	Gen	2,496
Binghamton	Central High School						Sch	64,241
Binghamton	City School Library	1861		T.	B.	F.	Sch	6,324
Binghamton	Lady Jane Grey School						Sch	1,000
Binghamton	Supreme Court Library	1859		T.	R.	F.	Law	8,821
Black Rock	North Buffalo Catholic Association and Library.	1886	O.	C.	B.	Both.	Gen	1,018
Bridgehampton	Hampton Library	1876	O.	C.	B.	S.	Gen	4,411
Brockport	Brockport State Normal School.			T.	B.	F.	Sch	2,900
Brockport	Young Men's Christian Association.	1888	R.	C.	B.	F.	Y. M. C. A.	1,330
Brooklyn	Adelphi Academy Library	1869	O.	C.	B.	F.	Sch	2,841
Brooklyn	Bedford Circulating Library	1876	R.	C.	B.	S.	Gen	3,500
Brooklyn	Brooklyn Institute of Arts and Sciences.	1823	R.	C.	B.	F.		13,400
Brooklyn	Brooklyn Library	1857	O.	C.	B.	S.	Gen	113,251
Brooklyn	Brooklyn Y. M. C. A. Library	1854	O.	C.	B.	S.	Y. M. C. A.	10,927
Brooklyn	Female Institute of the Visitation.						Sch	2,000
Brooklyn	Free Lending Library of the Union for Christain Work.	1882	O.	C.	B.	F.	Gen	20,749
Brooklyn	Law Library of second judicial district and in Brooklyn (2).	1863 1850		Both.	R.	S.	Law	13,736
Brooklyn*	Long Island College Hospital.						Med	1,000
Brooklyn	Long Island Free Library	1881	R.	C.	B.	F.	Gen	6,114
Brooklyn	Long Island Historical Society.	1863	O.	C.	R.	S.	Hist	45,000
Brooklyn	Medical Society of the County of Kings		O.	C.	R.	F.	Med	3,100
Brooklyn	Miss Rounds's School for Girls.						Sch	1,500

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1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
Brooklyn *	Orphan's Library of the Church Charity Foundation of Long Island.	1851				F.	A. & R.	1,000
Brooklyn *	Orphan Asylum Society of the City of Brooklyn.						A. & R.	1,400
Brooklyn	Packer Collegiate Institute.	1854	O.	C.	R.		Sch.	5,699
Brooklyn	Pratt Institute Library		O.		B.	F.	Gen.	40,000
Brooklyn	Public School Library, eastern district.	1866	O.	T.	B.	F.	Sch.	20,500
Brooklyn *	St. Francis College Library.						Col.	4,200
Brooklyn	St. James School Library.	1876		C.	B.	F.	Sch.	1,500
Brooklyn *	St. John's College						Col.	2,000
Brooklyn	Spicer Memorial Polytechnic Institute.	1891	O.	C.	B.	F.	Col.	6,500
Bronxville	Public Union School Library	1871	O.	T.	B.	F.	Sch.	1,382
Buffalo *	Buffalo Catholic Institute	1870				S.	Social.	4,000
Buffalo	Buffalo High School Library	1863	O.	T.	R.	F.	Sch.	1,384
Buffalo	Buffalo Historical Society	1862		C.	R.	F.	Hist.	10,000
Buffalo	Buffalo Library	1836	O.	C.	B.	F.	Gen.	66,786
Buffalo *	Buffalo Medical Library Association.						Med.	3,000
Buffalo	Buffalo Seminary Library	1852		C.	R.	F.	Sch.	1,391
Buffalo	Buffalo Society of Natural Science.	1863	R.	C.	R.	F.	Sci.	2,087
Buffalo	Canisius College Library	1870	O.	C.		Both.	Col.	15,000
Buffalo	Erie Railroad Library	1874	O.	C.	B.	S.	Gen.	5,000
Buffalo	German Martin Luther College Library.	1854		C.			Gen.	1,235
Buffalo	German Young Men's Association.	1841	O.	C.	B.	S.	Gen.	5,836
Buffalo	Grosvenor Public Library	1859	R.	T.	R.	F.	Gen.	35,000
Buffalo	Guard of Honor Library and Christian Institute.	1885	O.	C.	R.		Social.	1,100
Buffalo	Library Eighth Judicial District, New York.	1863		T.	R.	F.	Law	8,300
Buffalo *	Mechanics Institute	1865				S.	Social.	6,000
Buffalo	Medical Department University of Buffalo.	1884	O.	C.	R.	F.	Med.	2,500
Buffalo	Merchants Exchange Library.	1882		C.	R.		Mer.	2,000
Buffalo *	Young Men's Catholic Association.	1855				F.	Social.	1,500
Buffalo	Young Men's Christian Association.	1852	O.	C.	B.	S.	Y. M. C. A.	6,000
Cambridge *	Cambridge Academy	1813				S.	Sch.	2,450
Cambridge	Union School Library	1892		T.	B.	S.	Sch.	2,000
Canajoharie	Academic Department Union School.						Sch.	1,030
Canandaigua *	Canandaigua Academy	1795				F.	Sch.	1,200
Canandaigua *	Fort Hill School						Sch.	1,500
Canandaigua	Granger Place School	1876					Sch.	2,000
Canandaigua	Union Free School	1888	O.	T.	B.	F.	Sch.	2,171
Canton	Canton Theological School						Theol.	8,000
Canton	St. Lawrence University, Herring Library.	1856	O.	C.	B.	F.	Theol.	9,943
Carmel	Drew Ladies' Seminary Library.	1866		C.	B.	F.	Sch.	3,000
Carmel	Literary Union Library	1881	R.	C.	B.	S.	Social.	1,636
Catskill	School Library, District No. 1.			T.	B.	F.	Sch.	2,158

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
	179							\$423		Truman J. Backus.
1,200	700	100	173,594 3,500	8,000 2,000		\$1,000		1,000		Arthur D. Stetson, librarian.
1,000 425	75	50								Bro. Anselm.
1,200	500						\$10,000	12,000		Mary H. Chadwick, librarian.
25	37	14	1,192		\$200			200		R. S. Bennett, secretary.
	30							300		Henry P. Emerson.
10,000	440	676				3,289	26,840	9		Geo. G. Barnum, librarian.
7,799	2,220	425	104,244	23,712				2,281	\$378,000	J. N. Larned, superintendent.
	150					200		200		Mrs. C. F. Hartt, principal.
	16	85								Fred. K. Mixer.
500								600		John I. Zahm, librarian.
	200	50	10,000							Sue. D. Woolley, librarian.
										Rev. Wm. Graban.
	260		6,000			760	2,000	500		Herman Lehman, secretary.
1,500	1,600	150		100,000			100,000			James W. Ward, librarian.
									13,000	William W. Stewart.
150	260				1,600			600		F. P. Murray, librarian.
1,000	50	500				300	2,500	25		Mathew D. Mann, M. D., librarian.
1,000	150	250								William Thurstone, secretary.
			10,083							F. M. Elenbach, librarian.
100										Miss Florence A. Wells, librarian.
										S. McK. Smith.
400	25	50								Harriet Hasbrook.
200	220	262			150	195		345		H. L. Taylor, superintendent.
9,943	195	200	900			204	1,000	75	15,000	Nelson L. Robinson, secretary.
100	20	10						25		Rev. James M. Yeager, president.
	81		1,200			76		43		Clayton Ryder, librarian.
275		75								H. F. Olmstead, librarian.

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1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
Cazenovia	Cazenovia Public Library Association.	1886				S.	Gen	1,400
Cazenovia	Cazenovia Seminary Library.	1824	.....	C.	B.	.....	Sch	2,494
Chester*	Union School Library	1842	.....	.....	.....	F.	Sch	1,200
Chittenango	Yates Union School Library.	1871	O.	T.	B.	F.	Sch	2,745
Clarence*	Parker Union School .....	.....	.....	.....	.....	.....	Sch	1,000
Claverack*	Claverack College	1840	.....	.....	.....	F.	Col	1,350
Clifton Springs	Clifton Springs Sanitarium Library.	1864	O.	C.	B.	F.	Gen	2,380
Clifton Springs*	Pierce Library	1879	.....	.....	.....	S.	Gen	1,030
Clifton Springs*	Young Men's Christian Association.	.....	.....	.....	.....	.....	Y. M. C. A.	1,069
Clinton	Hamilton College	1812	O.	C.	B.	F.	Col	35,000
Clinton	Houghton Seminary Library.	1857	O.	C.	B.	F.	Sch	1,200
Clyde	High School .....	.....	.....	.....	.....	.....	Sch	1,000
Cohoes	City Library	1870	R.	T.	B.	F.	Gen	4,000
Cold Spring	Haldane Union School Library.	.....	O.	T.	B.	F.	Sch	1,400
Cold Spring*	Library Association	1866	.....	.....	.....	S.	Gen	3,000
College Point*	Harmonic Society	1855	.....	.....	.....	S.	Social	1,222
College Point	Poppenhausen Institute	1868	.....	C.	B.	F.	Gen	2,397
Community*	Oneida Community Library.	1848	.....	.....	.....	F.	Social	4,000
Cooperstown	Union School Library	1870	.....	.....	B.	F.	Sch	2,728
Corning	Library Association	1873	O.	C.	B.	S.	Gen	7,000
Cornwall-on-the-Hudson.*	Circulating Library	1869	.....	.....	.....	Both.	Social	3,100
Cornwall-on-the-Hudson.	School District Library	1850	.....	T.	B.	F.	Sch	1,200
Cortland	Cortland State Normal School.	1869	O.	T.	R.	F.	Sch	3,000
Cuba	Circulating Library	1872	R.	T.	B.	S.	Gen	1,400
Dansville	Union School Library	1854	O.	T.	B.	F.	Sch	1,056
Dauids Island	Dauids Island, N. Y. H., Depot Library.	.....	O.	T.	B.	F.	Gar	3,300
Delhi	Delaware Academy Library.	1819	O.	.....	B.	F.	Sch	2,100
Eddytown	Starkey Seminary Library	1845	O.	C.	B.	F.	Sch	1,731
Elbridge	Munroe Collegiate Institute .....	.....	.....	.....	.....	.....	Sch	1,000
Elmira	Elmira Farmers' Club	1870	O.	C.	B.	S.	Gen	1,275
Elmira	Elmira Female College .....	.....	O.	C.	B.	F.	Col	3,018
Elmira	Elmira Reformatory Library.	1876	O.	T.	B.	F.	A. & R.	3,000
Elmira	Free Academy .....	.....	.....	.....	.....	.....	Sch	1,965
Elmira*	German Library Association.	1859	.....	.....	.....	S.	Social	1,443
Elmira	St. Ursula School .....	.....	.....	.....	.....	.....	Sch	1,000
Elmira	Young Men's Christian Association.	1858	R.	C.	B.	S.	Y. M. C. A.	3,500
Fairfield*	Fairfield Seminary .....	.....	.....	.....	.....	.....	Sch	3,000
Fayetteville	Union School Library .....	.....	O.	T.	B.	F.	Sch	1,500
Flatbush*	Erasmus Hall Academy	1787	.....	.....	.....	F.	Sch	2,000
Flatbush	School District, No. 1, Library.	1861	O.	T.	B.	F.	Sch	2,237
Flushing	Flushing Institute .....	.....	.....	.....	.....	.....	Sch	1,325
Flushing	Library Association	1858	O.	C.	B.	F.	Gen	5,000
Flushing	Public School Library .....	.....	.....	.....	B.	F.	Sch	2,000
Flushing	St. Joseph's Institute .....	.....	.....	.....	.....	.....	Sch	1,500
Fordham*	St. John's College						Col	36,000
Fort Edward	Fort Edward College Institute.	1854					Sch	1,000

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10	11	12	13	14	15	16	17	18	19	20
	124							\$204		Isaac M. Clements, principal.
			100	75		\$15				J. J. L. Baker, clerk.
	60							45		Lewis Bodwell, librarian.
4,000	859	200	1,979			800	\$5,000	320		Prof. Melville G. Dodge, librarian.
			50	5,500						A. G. Benedict, principal.
150	218		6,158			187		222		A. Hayward.
500			1,100	300	\$500					John Sheridan, librarian.
										M. S. Bennett, librarian.
500	92	5	1,122	1,150			30,000	123		F. Martens, librarian.
	2		2,000	30			50	5		Antoinette Abrams, librarian.
										H. C. Heelmanes.
	35				50			33		Anna S. Pope.
	50	15			75			75		Francis J. Cheney, principal.
150	30		1,000		25	50	400	30		Mrs. Robt. S. Armstrong.
	8	12	100			30		25		F. J. Dramond, principal.
										G. R. Cecil, first lieutenant.
200	20	24	300	40						W. D. Graves.
200	310	50	800	1,000		325		325		C. C. Wilcox, librarian.
										Truman K. Wright.
380	32	84	490	100					\$5,000	R. J. Stage.
700		700		75,000				278		James Van Etten, secretary.
										H. M. Lovell, A. B.
										Miss Julia A. Chambers.
500	50	75	1,445							W. B. Hughron.
	50	200						100		Frank J. House, principal.
			3,000		133					Jeremiah Townsend, librarian.
	120		7,000			2,200		100	6,000	Elias A. Fairchild.
500	100	100				277		162		W. Elliman, president.
										E. H. Cook, superintendent.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
Fort Edward	Union School Library	1840	O.	T.	B.	F.	Sch	1,084
Fort Plain*	Clinton Liberal Institute .....	.....	.....	.....	.....	F.	Sch	3,200
Franklin	Delaware Literary Institute Library.	1835	.....	C.	R.	F.	Sch	2,000
Franklinville	Ten Broeck Free Academy .....	.....	.....	.....	.....	.....	Sch	1,200
Frankfort	Free School Library	1886	O.	T.	B.	F.	Sch	1,200
Fredonia	Darum R. Barker Library	1883	O.	T.	.....	S.	Gen	2,875
Fredonia	Fredonia State Normal School.	1886	O.	T.	R.	F.	Sch	2,000
Fulton*	Union School and Academy	1836	.....	.....	.....	F.	Sch	1,000
Fultonville	Starin Library	1888	O.	Private	B.	F.	Gen	1,277
Garden City	Cathedral of the Incarnation Library, St. Paul's Cathedral.	1877	.....	C.	R.	F.	Gen	1,700
Garden City	St. Mary's Cathedral School .....	.....	.....	.....	.....	.....	Sch	3,160
Garden City*	St. Paul's Cathedral School .....	.....	.....	.....	.....	.....	Sch	1,000
Geneseo	State Normal and Training School.	.....	.....	.....	.....	.....	Sch	4,000
Geneseo	Wadsworth Library	1843	O.	C.	B.	F.	Gen	11,890
Geneva	Classical and Union School Library.	1853	O.	T.	B.	F.	Sch	3,200
Geneva'	Hobart College Library	1822	O.	C.	B.	Both.	Col	25,556
Glen Cove	Miss Hopkins' School .....	.....	.....	.....	.....	.....	Sch	2,500
Glens Falls	Crandal Public Library .....	.....	.....	.....	.....	.....	Gen	3,742
Glens Falls	Library Association	1841	.....	.....	.....	S.	Gen	2,000
Glens Falls	Union School Library	1882	.....	T.	B.	F.	Sch	1,688
Gloversville	Gloversville Free Library	1880	R.	T.	B.	F.	Gen	2,215
Green	Union School Library .....	.....	O.	T.	B.	F.	Sch	1,200
Greenwich	Circulating Library	1877	.....	.....	B.	S.	Gen	1,300
Greenwich	Union School .....	.....	.....	.....	.....	.....	Sch	1,400
Groton	Union School .....	.....	.....	.....	.....	.....	Sch	1,260
Hamburg	Union School .....	.....	.....	.....	.....	.....	Sch	1,000
Hamilton	Colgate Academy	1875	O.	C.	B.	F.	Sch	2,000
Hamilton	Colgate University	1820	O.	C.	B.	.....	Col	21,000
Hamilton*	Beta Theta Society	1880	.....	.....	.....	F.	Col. Soc.	1,000
Hartwick	Hartwick Seminary Library	1815	.....	C.	B.	F.	Sch	3,931
Havana	Cook Academy	1872	O.	C.	B.	F.	Sch	2,000
Havana*	Havana Library	1873	.....	.....	.....	S.	Gen	1,400
Hempstead*	Hempstead Institute	1861	.....	.....	.....	F.	Sch	1,000
Hempstead	Union Free School Library	1849	O.	T.	B.	F.	Sch	1,200
Highland Falls	Morgan Circulating Library.	1884	.....	.....	B.	S.	Gen	1,781
Himrods*	Georgic Library	1855	.....	.....	.....	F.	Gen	2,000
Holland Patent	Union Free School Library	1872	O.	T.	B.	F.	Sch	1,100
Holley	Union School .....	.....	.....	.....	B.	.....	Sch	1,000
Homer	Homer Academy	1819	O.	C.	B.	F.	Sch	2,400
Hornellsville	Hornell Free Academy Library.	1854	.....	T.	B.	F.	Sch	1,262
Hornellsville	Hornell Free Library	1868	O.	T.	B.	F.	Gen	10,000
Hoosic Falls	Union School Library .....	.....	O.	T.	B.	F.	Sch	2,109
Hudson*	Franklin Library	1837	.....	.....	.....	S.	Gen	4,674
Hudson	High School .....	.....	.....	.....	.....	.....	Sch	5,000
Hudson	Young Men's Christian Association.	1866	R.	C.	B.	F.	Y. M. C. A.	1,200
Huntington	Public Library	1875	R.	C.	B.	Both.	Gen	3,123
Huntington	Union School Library .....	.....	O.	T.	B.	F.	Sch	1,100
Ilion*	Ilion Free Public Library	1886	.....	.....	.....	F.	Gen	6,000
Irvington*	School Library, Dist. No. 2 .....	.....	.....	.....	.....	.....	Sch	1,600
Ithaca	Cornell Library Association	1866	O.	C.	B.	F.	Gen	17,354
Ithaca	Cornell University Library	1868	O.	C.	B.	F.	Col	111,007
Ithaca	High School Reference Library.	1875	O.	C.	R.	F.	Sch	1,774

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10	11	12	13	14	15	16	17	18	19	20
40	9	40	500	50	\$27			\$27		T. S. Vickerman, principal.
	36	40				\$186		50		Rev. E. J. Colcord.
200		100	1,100	4,400				50		Hamilton Ferry.
100	238	10	1,787		50	107	\$350	238	\$11,000	W. T. Moshier.
75	57									T. C. Bayers, treasurer.
									2,000	D. C. Lehman, principal.
	1,300	100								T. Stafford Drowne, secretary.
										Miss J. H. Farwell.
	200		9,517		1,500					Ruth C. Shepard.
150	250	50	3,475	4,450	600			450		W. N. Truesdale, superintendent.
2,604	1,686	476	2,254			6,844	17,675	735	26,286	Chas. T. Vail.
										Miss Mary H. Hopkins.
20	28		10,272	879	452			268		Sherman Williams, superintendent.
396	524		43,413	2,607	2,000	3,000	3,300	284		A. L. Peck, librarian.
	12		500	100	25			25		Maurice E. Payne, principal.
										Geo. E. Dorr, librarian.
										C. L. Morey.
										Wm. E. Lockner, A. M.
50	50	10			50	150		200		Andrew Spencer.
							25,000			John Greene.
										S. Burnham, librarian.
214	16	14	450	80		31	200	31		J. L. Kistler, librarian.
500	50	100				75	1,200	75		Albert Coit, secretary.
			1,000							A. C. Almy.
	73		4,472					62		E. S. Rundell.
	30							10.00		H. A. Pride, secretary.
										H. G. Reed.
1,000	400	30				150	1,000	98		E. L. Stone, clerk.
200	250	50			250			200		W. R. Prentice, superintendent.
	775		24,527		1,500	75		400	8,000	R. M. Tuttle, chairman.
200	600	25	1,704	2,000	213	200		450		Earle C. Hinman, librarian.
										F. J. Sagendorf.
										Chas. E. Head, secretary.
109	50		2,180			332		40		F. W. Rogers, secretary.
100	20	10		1,100	25			25		C. J. Jennings, librarian.
										S. H. Synnott, librarian.
	575									Geo. W. Harris, librarian.
25,000	6,486	1,200	5,798	28,042		21,302	300,000	9,800	260,000	L. C. Foster, superintendent.
	30					97		97		

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1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
Jamaica, L. I.*	School Library, Dist. No. 4						Sch	1,000
Jamestown	High School Library		O.	T.	B.	F.	Sch	3,166
Jamestown	James Prendergast Free Library.	1880	O.	C.	B.	F.	Gen	8,646
Jamestown	Young Men's Christian Association.	1884	R.	C.	B.	F.	Y. M. C. A.	1,000
Johnstown	Union Free School Library.	1869	O.	T.	B.	F.	Sch	3,377
Jordan	Free Academy Library	1840	O.	T.	B.	F.	Sch	1,120
Katonah	Village Improvement Association Library.	1879	R.		B.	S.	Gen	1,025
Keeseville	Union School Library	1870	O.	T.	B.	F.	Sch	1,194
Keuka*	Keuka College						Col	1,500
Kingston	Kingston Academy Library	1774	O.	T.	B.	F.	Sch	1,502
Kingston*	School Library, Dist. No. 5	1774					Sch	1,770
Kingston	Third Judicial District Law Library.	1875		T.	R.	F.	Law	5,000
Lansingburg	Public School Library				B.	F.	Sch	2,400
Le Roy	Academic Institute						Sch	1,084
Le Roy*	Ingham University and Altonia libraries.	1850				F.	Col	3,000
Le Roy	Ladies' Library Association	1874	R.	C.	B.	S.	Social	1,100
Le Roy	Union School Library	1891	O.	T.	B.	F.	Sch	1,700
Lima	Genesee Wesleyan Seminary.							3,736
Little Falls	Public School Library	1873	R.	T.	B.	F.	Sch	2,000
Lockport	Union School Library	1848	O.	T.	B.	F.	Sch	4,700
Locust Valley	Friends' Academy						Sch	1,000
Lyons*	School Library, Dist. No. 6						Sch	1,500
Malone	Village School District Library.	1852	O.	T.	B.	F.	Sch	4,530
Matteawan	Howland Circulating Library.	1872	O.	C.	B.	S.	Gen	5,500
Medina*	Medina Academy Library	1850				F.	Sch	1,400
Mexico	Mexico Academy Library	1826	O.	C.	B.	F.	Sch	1,500
Middletown	Lenora S. Bolles Memorial Library.	1891	O.	C.	B.	F.		1,800
Middletown	Public School Library	1879	R.	T.	B.	F.	Sch	5,124
Moravia*	Powers' Library	1881				S.	Gen	3,600
Mount Morris*	Union School Library	1866				F.	Sch	1,700
Mount Vernon*	School Library, Dist. No. 2	1872					Sch	1,245
Mount Vernon	School Library, Dist. No. 4	1856	O.	T.	B.	F.	Sch	4,595
Mount Vernon	School Library, Dist. No. 5		O.	T.	B.	F.	Sch	1,385
Naples	Union Free School	1861	O.	T.	B.	F.	Sch	1,433
Newark	Union School Library	1857	O.	T.	B.	F.	Sch	1,500
New Brighton	Brighton Heights Seminary						Sch	2,500
New Brighton	Sailors' Snug Harbor	1833		C.	B.	F.	Social	3,310
New Brighton	Trinity English and Classical School.						Sch	2,000
Newburg	Free Library	1852		T.	B.	F.	Gen	17,607
Newburg	Newburg Theological Seminary.	1805	O.			F.	Theol	3,500
Newburg	Second Judicial District Law Library.	1880	R.	T.	R.	F.	Law	2,200
Newburg*	Young Men's Christian Association.	1881				F.	Y. M. C. A.	1,300
New Paltz*	New Paltz Normal School						Sch	1,508
New York	Academy of Mount St. Vincent Library.	1847	O.	C.	B.		Sch	5,000

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10	11	12	13	14	15	16	17	18	19	20
390	228	213	4,842		\$300	\$88		\$388		R. R. Rogers, superintendent.
	1,340		3,428	485			\$75,000	5,000	\$65,000	Samuel G. Love, librarian.
602	500	100	5,000	100	200	200		400		Wm. S. Snyder.
50	1,133	60	150		19	25		25		Jno. W. Chandler, principal.
	50									E. Menitt, librarian.
40	2	10	50	100				6		A. W. Dyke.
200	5	12								Henry W. Callahan.
	200				600			600		T. B. Westtooth.
	90				98			135		Edward Wait, superintendent.
										F. M. Comstock, A. M., C. E., PH. D.
100	78		1,533			89		26		Miss Elizabeth M. Olmsted, president.
100	27	18								Chas. T. Brace, principal.
										Rev. W. R. Benham, D. D.
800	20	24			100			100		Thos. A. Caswell, superintendent.
500	400	100			48	232		277		Emmett Bellknap.
										Franklin P. Wilson.
	287				1,000	275		524		D. H. Stemton, librarian.
	150					400	3,000	150	23,000	Mrs. Joseph N. Bardeau.
	25					140		110		Frank B. Severance, principal.
	300	45	7,800	425		300		300	3,000	Selden H. Talcott, superintendent.
550	450	60	21,688		1,000			550		Mary K. Van Kenren, librarian.
	200							200		Miss L. H. Jones, librarian.
	151		2,000	60	200	52		252		John Zillig, librarian.
	4									E. C. Clark, secretary.
	75		1,500	40				65		J. W. Robinson.
										Dr. Geo. W. Cook.
161			11,825							G. D. S. Trask, governor.
										Jno. M. Hawkins, PH. D.
	457		62,449					929		Chas. Estabrook, librarian.
225	41	38	3,000					50		J. G. D. Findley, librarian.
	400							2,600		Howard Thornton, treasurer.
500	250	100	4					2,000		Mary C. Dodge, secretary

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
New York.....	Academy of the Sacred Heart.	1849	.....	.....	.....	S.	Sch.....	4,450
New York*.....	Aguilar Free Library.....	1886	.....	T.	B.	F.	Gen.....	17,675
New York.....	American Bible Society.....	1816	.....	C.	R.	F.	Theol.....	4,770
New York.....	American Chemical Society.	1876	.....	.....	.....	F.	Sci.....	1,200
New York*.....	American Ethnological Society.	1842	.....	C.	.....	.....	.....	1,700
New York.....	American Geographical Society.	1852	O.	C.	R.	S.	Sci.....	10,600
New York.....	American Institute Library	1833	R.	C.	B.	F.	Gen.....	13,260
New York.....	American Institute of Mining Engineers,	1871	R.	C.	.....	.....	Sci.....	1,000
New York.....	American Museum of Natural History.	1880	.....	C.	R.	F.	Sci.....	23,000
New York.....	American Numismatic and Archaeological Society.	1858	R.	C.	R.	F.	Sci.....	1,200
New York.....	American Society of Civil Engineers.	1852	O.	C.	R.	F.	Sci.....	15,000
New York.....	Apprentices' Library.....	1820	.....	C.	B.	F.	Social.....	90,374
New York.....	Aschenbroedel-Verein.....	1864	O.	C.	B.	F.	Social.....	2,500
New York.....	Association of the Bar.....	1870	O.	C.	R.	S.	Law.....	40,000
New York.....	Astor Library.....	1849	O.	C.	R.	F.	Gen.....	238,916
New York*.....	Berkeley School Library.....	.....	.....	.....	.....	.....	Sch.....	1,000
New York*.....	Board of Education.....	1872	.....	.....	.....	.....	Special...	1,000
New York.....	Board of Foreign Missions.	.....	.....	C.	R.	.....	.....	5,000
New York.....	Broome Street Free Library	1885	.....	.....	B.	F.	Gen.....	2,500
New York.....	Catholic Club of the City of New York.	1871	.....	C.	B.	F.	Gen.....	17,000
New York.....	Century Club Library.....	1857	O.	C.	.....	F.	Social.....	7,745
New York*.....	Charity Hospital Library.....	.....	.....	.....	.....	F.	Gen.....	2,200
New York.....	City Hospital Library.....	1877	O.	T.	B.	F.	Gen.....	3,500
New York.....	City Library.....	1847	O.	T.	R.	F.	.....	5,998
New York.....	College of the City of New York.	1852	O.	C.	B.	F.	Col.....	26,740
New York*.....	Clonian Society.....	1853	.....	.....	.....	.....	Col. Soc...	1,400
New York*.....	Phrenocosmian Society.....	1853	.....	.....	.....	S.	Col. Soc...	1,600
New York.....	College of Pharmacy of the City of New York.	1829	.....	C.	B.	F.	Sci.....	4,500
New York*.....	College of St. Francis Xavier	.....	.....	.....	.....	.....	Col.....	30,000
New York.....	Colored Home and Hospital Library.	1881	.....	C.	R.	F.	Gen.....	1,000
New York.....	Columbia College Library..	1754	O.	C.	B.	F.	Col.....	135,000
New York.....	Comstock School.....	.....	.....	.....	.....	.....	Sch.....	1,000
New York.....	Cooper Union Library.....	1857	O.	C.	B.	F.	Gen.....	31,873
New York*.....	De La Salle Institute.....	.....	.....	.....	.....	.....	Sch.....	2,000
New York.....	De Witt Free Library.....	1880	.....	.....	B.	F.	.....	2,200
New York.....	Equitable Life Assurance Law Library.	1876	O.	C.	R.	.....	Law.....	13,006
New York.....	Female Academy of Sacred Heart.	.....	.....	.....	.....	.....	Sch.....	2,652
New York.....	Five Points Mission.....	1856	.....	C.	R.	F.	A. & R....	1,500
New York*.....	Free Reading Room and Library.	1869	.....	.....	.....	F.	Gen.....	2,400
New York.....	Friends' Seminary.....	.....	.....	.....	.....	.....	Sch.....	1,000
New York.....	General Theological Seminary of the P. E. Church.	1822	O.	C.	R.	F.	Theol.....	21,026

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1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
New York.....	German Young Men's Association of St. Mathews' Church.	1871	O.	C.	B.	F.	Gen.....	1,500
New York.....	Grand Lodge A. F. & A. M. Library.	1870	O.	C.	R.	F.	Mas.....	12,000
New York.....	Harlem Library.....	1825	O.	C.	B.	S.	Gen.....	17,000
New York.....	Harmonia Club Library....	1855	O.	C.	B.	F.	Social.....	13,504
New York.....	Health Department Library	1866	O.	T.	R.	F.	San. Sci....	1,500
New York*.....	Hebrew Free School Association.	1884				F.	Gen.....	2,891
New York.....	Hebrew Orphan Asylum...	1876	O.	C.		F.	A. & R....	3,000
New York.....	Holy Cross Academy.....						Sch.....	1,500
New York.....	Home School Library.....						Sch.....	2,000
New York.....	House of Refuge.....	1850		C.	B.	F.	A. & R....	4,100
New York*.....	Industrial Schools of the American Female Guardian Society.						A. & R....	3,000
New York.....	Ladies' Christian Union Library.				B.	F.	Gen.....	1,100
New York.....	La Salle Academy Library...	1847	O.	C.	B.	F.	Sch.....	2,000
New York.....	Lenox Library.....	1870	O.	C.	B.	F.	Gen.....	65,000
New York.....	Liederkrantz Library.....	1868	O.	C.	B.	F.	Social.....	5,016
New York.....	Linda Gilbert Library.....	1875		C.	R.	F.	A. & R....	1,000
New York*.....	Lotos Club.....	1870				F.	Social.....	1,000
New York*.....	Lunatic Asylum for Females, P. E. City Mission Society.						A. & R....	1,000
New York.....	Maimonides Library.....	1851	R.	C.	B.	F.	Social.....	33,090
New York*.....	Manhattan College.....						Col.....	7,518
New York.....	Maritime Exchange Library.	1873	O.	C.	R.		Gen.....	1,200
New York.....	Medico-Legal Society Library.	1883		C.	R.	F.	Med.....	1,500
New York.....	Mercantile Library Association.	1820		C.	B.	S.	Mer.....	239,793
New York.....	Metropolitan Museum of Art Library.	1870		C.	R.	S.	Sci.....	2,500
New York.....	Military Service Institution	1878		C.	B.	F.	Gar.....	7,000
New York.....	Mount Sinai Hospital Library.	1852	O.	C.	B.	F.	Gen.....	1,500
New York.....	New York Academy of Medicine.	1847	O.	C.	B.	F.	Med.....	30,000
New York.....	New York Academy of Sciences.	1817		C.	B.	F.	Sci.....	8,000
New York.....	New York Free Circulating Library (4).	1880	O.		B.	F.	Gen.....	58,000
New York.....	New York Genealogical and Biographical Society.	1870	R.	C.	R.	F.	Hist.....	2,500
New York.....	New York Historical Society.	1804	O.	C.	R.	S.	Hist.....	75,000
New York.....	New York Hospital Library	1790	O.	C.	B.	F.	Med.....	20,000
New York*.....	New York Institution for the Blind.	1831					Sch.....	4,737
New York.....	New York Institution for the Instruction of the Deaf and Dumb.	1829	O.	C.	B.	F.	Sch.....	4,722
New York*.....	New York Juvenile Asylum	1852				F.	A. & R....	1,300
New York.....	New York Law Institute....	1828		C.	B.	F.	Law.....	40,691
New York.....	New York Press Club Library.	1872	R.	C.	R.	F.	Gen.....	3,000
New York.....	New York Produce Exchange.	1872	O.		R.	F.	Mer.....	2,550

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10	11	12	13	14	15	16	17	18	19	20
50	60	180	425	1,200				\$150		Frank Schaedelbauer, librarian.
2,000	107	200						200		Herman G. Carter, librarian.
207	521	32	13,180	324				475		Geo. M. Perry, librarian.
600	40	75						1,024		N. Hoffman, librarian.
.....								100		C. Goldeiman, chief clerk.
.....										D. Herman Baar, superintendent.
.....	200									Sister M. Helena.
350		48						\$10,485		L. B. Ely, principal.
.....										Mrs. S. F. Marsh, superintendent.
80	16	12						35		Bro. Artremain, librarian.
.....	500			3,000			300,000	2,395	\$600,000	Wilberforce Eames, assistant librarian.
.....	317		4,816	200				600		G. O. Wolkwitz, librarian.
300		100								J. Harry Schneider, librarian.
.....										
5,222	1,548	397	36,124	11,347		\$2,831		1,400		Max. Cohen, librarian.
256										F. W. Houghton, superintendent.
1,000	100	150								C. Bell, secretary.
3,000										W. T. Peoples, librarian.
.....	6,364	770	136,646	24,562		29,369		10,063		J. A. Paine, assistant librarian.
500	250	200				1,257	7,200	1,056		J. C. Bush, first lieutenant.
500	100	80		500				93		Theo. Hadel.
500	100	98								John S. Brownne.
20,000	2,539							2,000		J. F. Kemp, librarian.
3,000										Ellen M. Coe, librarian.
.....	5,000		391,570	158,160		16,875	42,000	3,509	160,000	
200										William Kelby, assistant librarian.
.....	4,144	3,620						84,000		Frank P. Foster, M. D., librarian.
.....	931							1,500		
8,000	116	267	2,298	237			4,000	416		E. H. Cuvier, librarian.
750	850	275						4,730		William H. Winters, librarian.
500	100	100								J. Frank Clark, librarian.
2,700	75	125								L. B. Howe, superintendent.

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1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
New York	New York Society Library.	1754	O.	C.	B.	S.	Social	90,000
New York	New York Turnverein Library.	1855	.....	C.	B.	F.	Social.....	3,000
New York	Normal College Alumnae Library.	1886	.....	C.	B.	F.	Col. Soc....	3,910
New York	Odd Fellows' Library of Harlem.	1860	R.	C.	B.	F.	I. O. O. F..	2,600
New York	Olivet Memorial Church Library.	1876	O.	C.	B.	F.	Social.....	3,000
New York*	Penitentiary Library.....	.....	.....	.....	.....	.....	A. & R....	1,400
New York	Physicians' German Hospital and Dispensary.	1858	.....	C.	B.	F.	Med	4,910
New York*	Prison Association of New York.	1840	.....	.....	.....	F.	Social.....	2,000
New York	Railroad Men's Building Library.	1887	O.	C.	B.	S.	Gen.....	6,393
New York	St. Francis Hospital Library.	1866	.....	C.	R.	F.	Gen.....	1,050
New York	St. Louis College .....	.....	.....	.....	.....	.....	Col	5,000
New York	St. Mark's Memorial Chapel Library.	1883	O.	C.	B.	F.	Gen.....	1,250
New York	St. Mary's School.....	.....	.....	.....	.....	.....	Sch	2,200
New York*	Society for Medico-Scientific Investigation.	1883	.....	.....	.....	F.	Med	2,000
New York*	Society for the Relief of Ruptured and Crippled.	1863	.....	.....	.....	F.	A. & R....	1,342
New York*	Society of St. Johnland.....	1870	.....	.....	.....	F.	Social.....	1,800
New York*	Superior Court of the City of New York.	1872	.....	.....	.....	.....	Law	3,000
New York	Union League Club	1863	O.	C.	R.	F.	Gen.....	7,789
New York.....	Union Theological Seminary Library.	1836	O.	C.	B.	F.	Theol.....	67,089
New York*	United States Naval Lyceum.	1833	.....	.....	.....	S.	Social.....	5,300
New York.....	University of City of New York.	1833	O.	C.	R.	F.	Col	18,000
New York*	Johnston Law Library.	1860	.....	.....	.....	.....	Law	4,000
New York.....	University Club Library..	1879	R.	C.	R.	Both.	Social	9,339
New York.....	Van Norman Institute.....	.....	.....	.....	.....	.....	Sch	1,200
New York.....	Washington Heights Free Library.	1868	R.	C.	B.	F.	Gen	8,000
New York.....	Weil's (Mrs. Leopold) School for Girls.	1867	R.	C.	B.	F.	Sch.....	2,500
New York.....	Woman's Library.....	1864	.....	C.	.....	Both.	Social	1,500
New York*	Workhouse Library.....	1876	.....	.....	.....	F.	A. & R....	1,610
New York.....	Young Men's Christian Association.	1852	O.	C.	R.	F.	Y. M. C. A.	39,588
New York*	Young Men's Hebrew Association.	1874	.....	.....	.....	Both.	Social.....	8,000
New York.....	Young Men's Institute Library.	1885	O.	C.	B.	F.	Gen.....	1,518
New York.....	Young Women's Christian Association.	1870	O.	C.	B.	F.	Gen.....	18,005
Niagara Falls.....	School District No. 2 Library.	1838	R.	T.	B.	F.	Sch	3,142
Niagara University.	Niagara University Library	1856	O.	C.	B.	Both.	Col	6,000
Norwich*	Academy and Union School.	1850	.....	.....	.....	Both.	Sch	1,456
Norwich.....	Norwich Circulating Library Association.	1875	R.	C.	B.	S.	Gen.....	2,000
Nyack.....	Nyack Library Association.	1879	R.	C.	B.	S.	Gen.....	4,200
Ogdensburg*	Educational Institute.....					F.	Sch	7,350

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10	11	12	13	14	15	16	17	18	19	20
.....	1,410	100				\$10,105	\$75,000	\$3,059	\$80,000	Wentworth S. Butler, librarian.
.....	25									
3,800	250	400	3,000	3,910						Marguerite Merington, president.
6,000	425	50	60							S. D. Close, M. D., librarian.
.....	460									Rev. A. H. McKinney.
.....	180		58			670		608		Hermann G. Klotz, M. D., librarian.
1,500	329	400	12,295	2,500				450	185,000	W. F. Stevens, librarian.
.....	20			600						Sisters of the Poor of St. Francis.
100	50	100	1,000	100						John P. Brophy, LL. D.
.....										
.....										
.....										
.....										
.....										
270	689					10	4,000	995		Ellsworth Totten, librarian.
49,000	1,189	324					60,000	5,759		C. R. Gillett.
.....										
6,000	500	300		10,000		1,950		600		L. J. Tompkins, librarian.
.....	798							1,160		Lyman H. Bagg, librarian.
378	649	49	23,121	8,421				647		Wm. Van Norman.
300										Edward P. Griffin, librarian.
.....			100	600						Mrs. M. Weil.
.....										M. J. Creagh, superintendent.
4,000	1,212	912		53,104		4,080	94,680	2,000		R. B. Poole, librarian.
.....										
.....	105		3,490			400		200	150,000	D. E. Yarnell, secretary.
.....	1,749		44,577			1,458				Sarah W. Cattell, librarian
.....	232				\$242					James F. Trott, president.
300	50	100				30		5		Rev. Luke A. Grace, librarian.
.....	25		1,800					25		George A. Thomas, librarian.
500	320	50	7,149			1,094		370		J. C. Gregory, secretary.

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1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
Ogdensburg*	Ogdensburg Library of Education.	1865				F.		4,400
Olean	Forman Library	1871	O.	C.	B.	S.	Gen.	4,000
Olean	School Library		O.	T.	B.	F.	Sch.	2,470
Oneonta	Public School Library		R.	T.	B.	F.	Sch.	2,500
Onondaga Valley	Onondaga Academy	1813	O.	T.	B.	F.	Sch.	1,300
Oswego	Oswego City Library	1855	O.		B.	F.	Gen.	9,325
Oswego*	Oswego City School Library.					F.	Sch.	5,337
Oswego	Oswego Normal School Library.			T.	B.	F.	Sch.	2,619
Owego	Free Library	1868	R.	T.	B.	F.	Gen.	5,000
Ovid	Union School and Academy Library.		O.	T.	B.	F.	Sch.	1,210
Oxford	Oxford Academy Library	1837	O.	C.	B.	S.	Sch.	1,465
Palmyra	Classical Union School Library.	1848	O.	T.	B.	F.	Sch.	1,800
Peekskill	Peekskill Military Academy.	1834		C.	B.		Sch.	1,150
Peekskill	St. Gabriel's School.						Sch.	1,000
Peekskill	Worrall Hall.						Sch.	1,000
Penn Yan	Union School District Library.	1860	O.	T.	B.	F.	Sch.	1,561
Perry	Union School Library	1850	O.	T.	B.	F.	Sch.	1,500
Piermont*	Library Association	1878				F.	Gen.	2,000
Plattsburg	High School						Sch.	1,512
Plattsburg	Railroad Y. M. C. A.			C.	B.	F.	Y. M. C. A.	2,100
Pompey	Pompey Academy						Sch.	1,000
Port Chester	Free Library and Reading Room.	1876	O.	C.	B.	F.	Gen.	1,890
Port Chester	School District Library	1850	O.	T.	B.	F.	Sch.	2,000
Port Jervis	Union Free School District No. 1.	1882	R.	T.	B.	F.	Sch.	4,230
Potsdam	State Normal and Training School.						Sch.	2,000
Poughkeepsie	City Library	1843	O.	T.	B.	F.	Gen.	17,355
Poughkeepsie	Eastman National Business College.						Sch.	3,000
Poughkeepsie	Vassar College Library	1861		C.		F.	Col.	18,000
Poughkeepsie	Vassar Brothers Institute Library.	1881		C.	R.			1,042
Poughkeepsie	Young Men's Christian Association.	1866	O.	C.	B.	F.	Y. M. C. A.	1,000
Prattsburg*	Franklin Academy and Union School.	1823				F.	Sch.	1,391
Randolph	Chamberlain Institute	1855			B.	F.	Gen.	2,500
Rhinebeck	Starr Institute	1860	O.	C.	B.	F.	Sch.	1,988
Rochester*	Academy of the Sacred Heart.	1849				F.	Sch.	1,270
Rochester	Central Library	1863		T.	B.	F.	Gen.	19,564
Rochester*	City Hospital Library	1883				F.	Social.	2,045
Rochester*	Court of Appeals	1849				F.	Law	12,000
Rochester	Reynolds Library	1884		C.	B.	F.	Gen.	22,744
Rochester	Rochester Orphan Asylum	1838				F.	A. & R.	1,200
Rochester	Theological Seminary Library.	1850	O.	C.	B.	F.	Theol.	25,205
Rochester	University of Rochester	1850	O.	C.	B.	F.	Col.	26,200
Rochester	Young Ladies' Seminary						Sch.	2,000
Rochester	Young Men's Christian Association.	1880	O.	C.	R.	S.	Y. M. C. A.	1,000
Rome	Union Free School Library	1870		T.	B.	F.	Sch.	1,613

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10	11	12	13	14	15	16	17	18	19	20
5,000	365	1,000	3,950	50		\$738	\$8,000	\$333	\$8,000	E. P. Hazlett, librarian.
380	194	45	4,380	500	\$225			282		Chas. W. Evans, principal.
500	1,200	100	14,000		250	573		700		Alva Seybolt, librarian.
500										A. W. Emerson, principal.
	114		10,672	2,454		950	5,000	250	21,000	Robert S. Relsey, librarian.
130	200							200		E. A. Sheldon.
	300		17,000					300		Mrs. J. B. Worthington, librarian.
	5							10		
450			100	200						Fred L. Gamage, principal.
	10		700	200	100			40		Geo. W. Pye.
100										John N. Tilden.
	15	10	1,000	500		45		33		Col. Chas. J. Wright.
										Geo. R. Young, secretary.
200	100	10				825		150		Mary E. Catlon, principal.
	80							70		H. D. Woodward.
										Edw. W. Babcock.
1,835	150								16,000	D. H. Cook.
										John M. Lyon, secretary.
10	60		3,000	255		260		175		Miss L. Y. Horton.
553	396	111	7,128		200	200		757		
610	623	44	35,428	8,609	3,316			699		John C. Sickley, librarian.
1,000	350	100					25,000			
1,066	59	325					10,000			C. N. Arnold, librarian.
										L. W. Barnes, assistant secretary.
600	50	40	500							Rev. James T. Edwards, principal.
	129		5,146			1,000	20,000	50	15,000	Samuel Drury, librarian.
165	855		103,018		879			1,075		Katherine J. Dowling.
3,000	2,054		19,821	4,950		4,148		2,000		Alfred S. Collins, librarian.
	851						50,000	1,968		
	590						50,000	875		H. K. Phinney, assistant librarian.
										Miss M. Crittenden.
										A. H. Whitford.
1,260	100	185	787					150		M. J. Michael.

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Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>New York—Cont'd.</i>								
Tarrytown	School District No. 1 Library.	1840	O.	T.	B.	F.	Sch	2, 283
Tarrytown*	Young Men's Lyceum	1866				Both.	Social	2, 000
Tonawanda	Union School Library	1874	O.	T.	B.	F.	Sch	1, 500
Trenton	Barneveld Library Association.	1875	O.	C.	B.	S.	Gen	3, 100
Troy	La Salle Institute						Sch	1, 810
Troy	Rensselaer Polytechnic Institute.	1824	O.	C.	B.	F.	Sci	5, 000
Troy	Rensselaer Society of Engineers.	1866	R.	C.				1, 000
Troy	St. Joseph's Provincial Seminary.	1864		C.	R.		Theol	8, 000
Troy*	Troy Academy						Sch	2, 125
Troy	Troy Female Seminary	1821	O.	C.	B.	F.	Sch	1, 768
Troy	Troy Young Men's Association.	1835	O.	C.	B.	F.	Gen	28, 924
Union Springs	Friends' Academy	1858	O.	C.			Sch	1, 850
Utica*	City Library	1838					Gen	10, 479
Utica	Free Academy						Sch	1, 014
Utica	Mrs. Piatt's School						Sch	2, 000
Utica	Oneida Historical Society ..	1876		C.	B.	Both.	Hist	9, 500
Utica	School District Library		O.	T.	B.	F.	Sch	13, 604
Utica*	St. Vincent's Protectorate Madonna's Library.	1866				F.	A. & R	1, 500
Utica	Utica Law Library Association.	1876		T.	R.	F.	Law	3, 604
Utica	Utica State Hospital Medical Library.	1843	State.	T.	R.	F.	Med	3, 725
Utica	Young Men's Christian Association.	1889	O.	C.	B.	S.	Y. M. C. A ..	1, 300
Valatie	Union Free School						Sch	1, 122
Victor*	Clark Library	1872					Gen	1, 600
Walton	Union School Library	1868	O.	T.	B.	F.	Sch	1, 600
Wappingers Falls	Grinnell Library	1867	O.	C.	B.	S.	Gen	5, 678
Warrensburg	Union Free School						Sch	1, 500
Warsaw	Union School and Academy Library.	1853	O.	T.	B.	F.	Sch	2, 676
Warwick	Warwick Institute Library.	1852	O.	T.	B.	F.	Sch	1, 072
Waterford*	School Library, Dist. No. 1 ..	1835					Sch	1, 900
Waterloo*	Union School Library	1853				F.	Sch	1, 200
Watertown*	Public School Library	1867				F.	Sch	5, 000
Watertown	Young Men's Christian Association.	1885	O.	C.	B.	Both.	Y. M. C. A ..	1, 000
Waterville	Union School Library	1871	O.		B.	F.	Sch	1, 168
Watkins	Union School Library	1863	O.	T.	B.	F.	Sch	1, 100
Wellsville*	Circulating Library	1868				F.	Social	1, 485
Westchester	Boys' Boarding School						Sch	1, 200
Westchester	New York Catholic Protectory.	1863	O.	C.	B.		A. & R	6, 120
Westchester	Sacred Heart Academy						Sch	1, 000
Westchester	School District No. 3 Library ..		O.	T.	B.	F.	Sch	1, 427
Westchester	Union Free School No. 1 Library.	1850	O.	T.	B.	F.	Sch	1, 002
Westfield	Westfield Academy and Union School.	1868	O.	T.	B.	F.	Sch	2, 100
West New Brighton.	District No. 2 School Library (Castleton).	1847	O.	T.	B.	F.	Sch	1, 000
West New Brighton.	St. Austin's School						Sch	1, 000
West Point	United States Military Academy.	1812	O.	T.	B.	F.	Govt	33, 000
West Troy	Union Free School	1867	O.	T.	B.	F.	Sch	8, 000

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
	100		4,500							Edith Carpenter.
			1,300	200	\$200			\$284		E. W. Betts, clerk.
100		12	50			\$160	\$2,000	18	\$1,200	Lester G. Wauful, secretary.
1,500	200	300								Brother Edward, F. S. C.
1,000	50	200					1,000	200		Palmer C. Ricketts.
600	300	50						70		Jas. W. Rickey.
										P. A. Puissant, president.
	693		46,392	19,200		1,000		1,262	23,500	DeWitt Clinton, librarian.
	500					200		200		Chas. H. Jones, principal.
										G. C. Sawyer.
15,000	500	1,000								Mrs. Julia C. G. Piatt.
	548		52,500		600			600		Chas. W. Darling, secretary.
										Elizabeth A. Jacobs, librarian.
	115				600			600		Eugene Stearns, librarian.
	412							600		R. P. Pughe, secretary.
	200									C. F. Lyman.
										O. B. Sylvester.
500	50	100								J. R. Fairytieve.
200	445	17	10,000	300				250	19,000	Mrs. E. A. Howarth, librarian.
140	85	20	7,000		189			405		Irving B. Smith, principal.
75		5	417	478	50	19		10		W. W. Smith.
										Chas. Gladys, general secretary.
100	9	7	50	2,500		60	1,000			A. H. Sage, principal.
	16		500	200				45		S. S. Johnson, librarian.
865	120	300		2,500				220		B. T. Harrington.
										Bro. Leontine, rector.
27	24	20	745					25		Brother August.
100	50	40	1,876	626	56	20	500	76		Hannah M. Findley.
										Michael E. Devlin.
	200	50	50	75				200		Herman S. Munson, librarian.
	100		1,000					60		Frances E. Moore, librarian.
										Rev. Geo. W. Dumbell.
	700	250			2,000			2,000	50,216	Prof. P. S. Merline, librarian.
	25			17	27			27		C. P. Luther, librarian.

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10	11	12	13	14	15	16	17	18	19	20
			800							
	100		800					\$100		H. D. Buckhart, librarian. Chas. W. Pilgrim, superintendent.
400	366	100	35,820	6,000	\$514			514		Geo. R. Winslow. A. J. Menell. J. H. Clapton.
	150		3,500					150		Miss H. A. Champion, secretary.
		100								R. Bingham, superintendent.
										Rev. Julius Cohl.
1,000	800	250	8,360	10,000		\$1,200		650	\$15,000	R. H. Biesecker. E. Alexander, chairman.
	400	250		2,000		40				Augustus N. Frierson.
250	100	60						75		J. H. Picot.
2,000	150	100				500		250		Rev. D. J. Satterfield, president.
500								300		Chas. F. Rankin, librarian.
250										Stephen B. Weeks.
										W. D. Gasten, secretary.
500	150	35				300		300		Prof. R. C. Root.
211	203	13	360	600				92		J. M. Spainhour, secretary.
500	1,047	52								H. T. J. Ludwig, librarian.
300										G. T. Adams.
	200					250		250		J. A. Holt.
100				442		160				W. J. Young, principal.
2,000	800	300			500		\$500			J. C. Birdsong.
125						76				W. J. Hicks (warden).
200	50							75		Jas. Dinwiddie, principal.
										Rev. A. B. Hunter.
										Rev. Bennett Smedes, A.M.

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1	2	3	4	5	6	7	8	9
<i>North Carolina—Continued.</i>								
Raleigh.....	Supreme Court Library ...	1812	O.	T.	R.	F.	Law	9,449
Rutherford College	Rutherford College Library	1853	O.	C.	B.	F.	Col	1,000
Salem.....	Salem Female Academy....	1802	O.	C.	B.	F.	Sch	5,000
Salisbury*.....	Livingston College.....						Col	3,000
Wake Forest	Wake Forest College Library.	1834	O.	C.	B.	S.	Col	10,729
Warrenton*	Warrenton Female Institute.	1841				F.	Sch	1,500
Wilmington	English and Classical School.						Sch	2,000
Wilmington	Library Association.....	1855	R.	C.	B.	S.	Gen.....	4,107
Wilson*.....	Wilson Collegiate Institute							1,000
Winston.....	Winston City School Library.						Sch	2,300
<i>North Dakota.</i>								
Bismarek*.....	North Dakota University...						Col	1,000
Bismarek*.....	State Library	1865				F.	Gen.....	3,100
University	University of North Dakota Library.	1883	O.	T.	B.	F.	Col	4,780
<i>Ohio.</i>								
Ada	Ohio Normal University ...	1871	O.		B.	F.	Sch	4,873
Akron	Bierce Library of Buchtel College.	1872	O.	C.	B.	S.	Col	6,524
Akron	Public Library.....	1874	O.	T.	B.	F.	Gen.....	11,200
Alliance	Mount Union College Library.	1858	O.	C.	B.	S.	Col	3,750
Alliance	Public School Library.....	1887			B.	F.	Sch	1,200
Ashland*	Ashland University.....						Col	2,000
Ashland	Public School Library	1885		T.	B.	F.	Sch	1,200
Ashtabula	Social Library	1830	R.	C.	B.	S.	Social.....	1,550
Athens	Athens Asylum for Insane.	1874	O.	T.	B.	F.	A. & R....	1,150
Athens	Ohio University Joint Library.	1804	O.	C.	B.	S.	Col	10,000
Bellaire.....	Public School Library	1873	O.	T.	B.	F.	Sch	1,200
Berea.....	Baldwin University Library.	1889	O.	C.	B.	S.	Col	2,320
Berea.....	German Wallace College...	1865	O.	C.	B.		Col	1,601
Bryan	Bryan Library Association.	1883	R.	C.	B.	S.	Gen.....	1,842
Bucyrus	Public School Library	1884	O.	T.	B.	F.	Sch	1,230
Cadiz	Public Library.....	1880	R.	T.	B.	Both.	Gen.....	3,740
Cambridge.....	High School.....						Sch	1,000
Canfield*	Northeastern Ohio Normal school.						Sch	1,000
Canton*	Canton Public Library Association.	1884				F.	Gen.....	2,397
Cardington	Ladies' Public Library Association.	1878	R.	C.	B.	S.	Social.....	1,000
Carthage	Longview Insane Asylum..	1860		T.	B.	F.	A. & R....	1,634
Chillicothe*	Public Library.....	1853				F.	Gen.....	10,000
Cincinnati	Bartholomew English and Classical School.						Sch	1,000
Cincinnati	Cincinnati College Law Library.	1875	O.	C.	R.		Law	4,665
Cincinnati	Cincinnati Hospital Library	1870	O.		R.	F.	Med.....	8,199
Cincinnati	Cincinnati Law Library....	1847		C.	R.	S.	Law	15,500
Cincinnati	Cincinnati Observatory Library.	1843	O.	T.	R.	F.	Sci.....	2,450

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10	11	12	13	14	15	16	17	18	19	20
500	257							\$1,090		R. H. Bradley, librarian.
1,000	1,000							200		Arthur T. Abernethy.
500										John H. Clewell.
1,000	317	50	7,056			\$786		402		Prof. W. L. Poteat.
										Rev. Daniel Morrelle.
336	198	169	4,031			1,539		146		S. A. Smith, librarian.
340										Jno. J. Blair, supt.
1,500										
2,379	1,031	1,098			\$1,500			1,200		W. W. West, librarian.
500	73	50						135		H. S. Lehr, president.
	653		545			450	\$10,000	75		C. R. Olin, librarian.
	500		44,429		2,995					M. P. Egerter, librarian.
3,600	400	1,200	2,271			365		205		William Soule, librarian.
150	150	50	4,000	500		325		238		Chas. C. Davidson, superintendent.
1,000										
100	50		1,000					70		Sebastian Thomas, superintendent.
			1,325							Edward Fawl.
	42				100			100		W. P. Crumbacker, superintendent.
2,000	600	200	3,000	7,000		750		750		Eli Dunkle, librarian.
100	35	25	685	35						Miss Florence Nevans.
500	570	200	1,011			408		67		James H. Smith, librarian.
400	64	63						16		Prof. C. F. Paulus.
200	106	45	4,127			95		50		Alice M. Walt, librarian.
80	40	25						65		F. M. Hamilton, superintendent.
	90		1,600	2,000	500			125		Ella Ward, librarian.
										A. B. Hall.
21	120		1,968			80		117		Margaret R. Stark, librarian.
	1,000									F. W. Harmon, superintendent.
	165					1,000		708		J. D. Cox.
1,532	587	208	67	4,674				1,835		Wm. Carson, M. D., librarian.
	1,000							3,000		M. W. Myers.
1,000	130	33			5,200	73	1,000			J. G. Porter, director.

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1	2	3	4	5	6	7	8	9
<i>Ohio—Continued.</i>								
Cincinnati	Cincinnati Society of Natural History.	1871	O.	C.	B.	F.	Hist	2,000
Cincinnati	Cincinnati Turngemeinde.	1848	O.	C.	B.	F.	Social	2,800
Cincinnati	Cincinnati Wesleyan College.	1848	O.	C.	B.	F.	Col	1,100
Cincinnati*	Cuvier Club						Sci	3,500
Cincinnati*	Day School						Sch	3,000
Cincinnati	Hebrew Union College	1875	O.	C.		F.	Col	12,000
Cincinnati	Historical and Philosophical Society of Ohio.	1831	O.	C.	R.	F.	Hist	11,854
Cincinnati*	House of Refuge	1850					A. & R.	2,200
Cincinnati	Hughes High School Library.	1854	O.	T.	B.	F.	Sch	1,500
Cincinnati	Lane Seminary Library	1833	O.	C.	B.		Theol.	16,719
Cincinnati*	Medical College of Ohio	1819				F.	Med	2,000
Cincinnati	Mount Auburn Young Ladies' Institute.						Sch	4,327
Cincinnati	New Church Library	1850		C.	B.	F.	Theol.	1,200
Cincinnati*	Ohio Mechanics' Institute.						Sci.	2,000
Cincinnati	Public Library	1867	O.	T.	B.	F.	Gen.	156,673
Cincinnati	Mussey Medical and Scientific Library.	1874			R.	F.	Sci.	5,999
Cincinnati	Theological and Religious Library.	1863			B.	F.	Theol.	6,553
Cincinnati*	Pulte Medical College	1872					Med	1,000
Cincinnati	St. Francis Seraph Gymnasium.	1891		C.	B.	S.	Gen.	1,350
Cincinnati	St. Joseph's Library (St. Joseph's College).	1879	O.	C.	B.	S.	Col	1,000
Cincinnati	St. Xavier College Library ..	1831	O.	C.	R.	F.	Col	16,000
Cincinnati	Student's Library	1848		C.	B.	S.	Col	2,600
Cincinnati	School for Girls			Private			Sch	2,500
Cincinnati	University of Cincinnati						Col	5,000
Cincinnati	Woodward High School	1840	O.	T.	B.	F.	Sch	2,500
Cincinnati	Young Men's Christian Association.	1848	O.	C.	B.	S.	Y. M. C. A.	3,000
Cincinnati	Young Men's Mercantile Library Association.	1835	R.	C.	B.	S.	Mer.	60,000
Circleville*	Public Library	1869				F.	Gen.	3,800
Cleveland	Adelbert College Library ..	1826	O.	C.	B.	F.	Col	25,000
Cleveland*	Medical department	1843				F.	Med	4,000
Cleveland*	Phi Delta Society	1830				F.	Col. soc ..	1,500
Cleveland*	Philozetian Society	1828				F.	Col. soc ..	1,500
Cleveland	Alabama Street Railway Department, Y. M. C. A.	1885	O.	C.	B.		Gen.	1,000
Cleveland	Calvin College Library	1871			B.	F.	Col	2,700
Cleveland	Case Library	1848	O.	C.	B.	S.	Gen.	30,000
Cleveland*	Cleveland City Hospital	1876				F.	Med	1,121
Cleveland	Cleveland Law Library Association.	1871		T. & C.	R.	S.	Law	10,500
Cleveland	Homeopathic Hospital College.						Med	3,000
Cleveland	Jewish Orphan Asylum Library.	1870	O.	C.	B.	F.	A. & R.	1,265
Cleveland	Public Library	1868		T.	B.	F.	Gen.	66,920
Cleveland	St. Ignatius College						Col	3,000
Cleveland	St. Mary's Theological Seminary.						Theol.	3,000
Cleveland	Western Reserve Historical Society.	1867	O.	C.	R.	F.	Hist. & Sci.	11,000
College Hill	Belmont College Library Union.	1886	O.	C.	B.	F.	Col	1,500

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10	11	12	13	14	15	16	17	18	19	20
3,800		250				\$500				Seth Hayes, director.
			2,800					\$50		Louis Pochat, librarian. W. F. Brown, president.
			500							S. Mannheimer, librarian. Julius Dexter, treasurer.
53,000	1,274	4,885				1,895	\$10,600	95	\$30,000	
	50					150		125		E. W. Coy, principal.
	301		608			800	19,600	800	10,000	Henry Preserved Smith.
										H. T. Miller, president.
1,000	33	45	350	50				35		Miss H. W. Hobart, librarian.
18,326	3,208	768	221,473	380,201	\$26,203	2,524	17,300	8,107	450,000	A. W. Whelpley, librarian.
3,749	12	3								A. W. Whelpley, librarian.
1,454	846	6					20,443	2,005		A. W. Whelpley, librarian.
	50		2,500							Rev. Father Bede Oldegeering.
400	200	150	800	200	300	100		575		Jno. W. Cavanaugh.
1,200	125	120						230		W. B. Rogers.
200	215	75	1,978	670		430		275		W. B. Rogers. Katharine M. Lepton.
	75				200			150		A. M. Van Dyke.
	600									
2,000	1,258		44,484	9,179			46,132	869		J. M. Newton, librarian.
12,000						1,355	2,200	2,770		Samuel Ball Platner, librarian.
200	6	100								T. H. Wells.
600	150	60	3,200	100						Wm. Hinke, librarian.
	1,500					18,432	300,000	2,448		Chas. Orr, librarian.
	400							2,000		A. A. Bemis, secretary.
85	93	6						100		Dr. T. Wolfenstine.
1,885	4,540	272	280,815	27,706	24,406	1,198		5,203		Wm. H. Brett, librarian. Rev. Henry Knappmeyer, president.
6,000	1,500	500	8				10,000	600		D. W. Manchester.
										W. W. Hammond, secretary.

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1	2	3	4	5	6	7	8	9
<i>Ohio—Continued.</i>								
Columbus.....	Capitol University and Seminary Library.	1830		C.	R.	S.	Col	7,000
Columbus*.....	High School Library	1853	.....	.....	.....	F.	Sch	1,000
Columbus.....	Ohio Institution for the Education of the Blind.	1837	.....	T.	B.	F.	Sch	2,400
Columbus*.....	Ohio Institution for the Education of the Deaf and Dumb.	1829	.....	.....	.....	.....	Sch	2,000
Columbus.....	Ohio State Board of Agriculture.	1860	O.	T.	R.	F.	Sci.	2,250
Columbus	Ohio State Library.....	1817	O.	T.	B.	F.	State	63,500
Columbus	Ohio State Penitentiary Library.	1867	O.	T.	B.	F.	A. & R.	6,000
Columbus	Ohio State University Library.	1873	O.	T.	B.	F.	Col	11,477
Columbus	Public Library and Reading Room.	1872	.....	T.	B.	F.	Gen	14,064
Columbus	Public School Library.....	1890	O.	T.	B.	F.	Sch	19,558
Columbus	Railway Y. M. C. A.	1876	R.	C.	B.	F.	Y. M. C. A.	1,200
Columbus	St. Joseph's Cathedral Library.	1866	O.	C.	B.	F.	His. & Th.	10,000
Columbus	Starling Medical College...	1870	O.	C.	.....	.....	Med	2,500
Columbus	State Law Library.....	.....	O.	T.	R.	F.	Law	14,000
Dayton	Dayton Bar Association ..	1868	.....	T. & C.	R.	S.	Law	4,200
Dayton*.....	National Military Home, Putnam Library.	1868	.....	.....	.....	F.	Social	6,456
Dayton*.....	Thomas Library	1869	.....	.....	.....	F.	Social	8,327
Dayton	Public Library	1847	O.	T.	B.	F.	Gen	29,662
Dayton	St. Mary's Institute Library.	1864	O.	C.	R.	F.	Sch	3,000
Dayton	Union Biblical Seminary...	.....	.....	.....	.....	Both.	Theol.	1,814
Dayton	Young Men's Christian Association.	.....	O.	C.	B.	Both.	Y. M. C. A.	1,415
Defiance*.....	Library Association	1867	.....	.....	.....	S.	Gen	1,300
Defiance.....	Public School Library	1885	O.	T.	B.	F.	Sch	2,300
Delaware.....	Girls' Industrial Home	1869	O.	T.	B.	F.	A. & R.	1,443
Delaware.....	High School.....	.....	.....	.....	.....	.....	Sch	1,200
Delaware.....	Ohio Wesleyan University, Sturges Library.	1854	O.	C.	B.	F.	Col	14,000
Delaware.....	Monnett Hall Library ..	1854	.....	C.	B.	F.	Col	1,650
Eaton	Public School Library	1886	O.	T.	B.	F.	Sch	2,000
Elyria.....	Elyria Library.....	1870	O.	C.	B.	Both.	Gen	10,000
Findlay*.....	Findlay College.....	.....	.....	.....	.....	.....	Col	2,000
Franklin	Young Men's Christian Association.	1874	R.	C.	B.	S.	Y. M. C. A.	2,000
Fremont.....	Birchard Library	1873	O.	C.	B.	F.	Gen	11,490
Galion	High School .....	.....	.....	.....	.....	.....	Sch	1,400
Gambier.....	Kenyon College Library....	1865	O.	C.	B.	S.	Col	20,000
Gambier.....	Theological Library (Bexley Hall).	1828	.....	C.	R.	F.	Theol.	21,000
Garrettsville	Free Public Library	1831	.....	T.	B.	Both.	Gen	1,734
Georgetown	High School.....	.....	.....	.....	.....	.....	Sch	4,000
Glendale.....	Glendale Female College Alumnae Library.	1879	.....	C.	B.	S.	Col	3,000
Glendale.....	Glendale Lyceum.....	1883	O.	C.	B.	S.	Social.	2,617
Granville*.....	Denison University	1831	.....	.....	.....	.....	Col	1,700
Granville*.....	Calliopean Society	1836	.....	.....	.....	F.	Col. soc.	1,425
Granville*.....	Franklin Society	1843	.....	.....	.....	F.	Col. soc.	1,500
Granville.....	Granville Female College ..	.....	.....	.....	B.	.....	Col	1,500

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
2,000	600	100	.....	.....	.....	\$100	.....	\$30	.....	F. W. Stellhorn.
.....	100	.....	200	.....	\$100	.....	.....	50	.....	Dr. S. S. Burrows, superintendent.
200	22	125	.....	.....	.....	.....	.....	.....	.....	L. N. Bonham, secretary.
.....	1,180	.....	.....	.....	.....	.....	.....	1,873	.....	Joseph P. Smith, librarian.
205	206	.....	.....	6,000	500	.....	.....	150	.....	J. A. Sutton, chaplain.
.....	1,607	.....	.....	.....	.....	.....	.....	2,536	.....	J. R. Smith, librarian.
.....	2,739	25	81,230	10,800	5,600	.....	\$5,250	3,000	.....	J. L. Grover, librarian.
.....	2,295	.....	37,243	9,127	4,540	.....	.....	1,936	.....	J. H. Spielman, librarian.
1,000	120	300	211 300	3,007	.....	.....	.....	.....	.....	E. D. Bancroft, secretary.
2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. Mulhearn.
.....	600	.....	.....	.....	1,500	.....	.....	1,500	.....	Thos. C. Hoover.
10	149	20	.....	.....	.....	541	.....	878	.....	Frank N. Beebe.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Robert O. Baumann, librarian.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Wm. Ernshaw.
1,240	1,634	163	101,610	19,483	8,675	340	.....	2,514	\$100,000	Wm. Ernshaw.
.....	40	30	.....	.....	.....	.....	.....	.....	.....	Minta I. Dryden, librarian.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Jos. Weckesser.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	E. G. Routzahn, librarian.
.....	500	.....	.....	2,300	75	250	.....	325	.....	C. W. Butler.
.....	110	.....	.....	.....	200	.....	.....	167	.....	J. M. Crawford, superintendent.
500	500	300	1,000	.....	.....	.....	.....	250	.....	Hannah M. Pierce.
.....	500	.....	.....	.....	.....	.....	.....	.....	.....	W. F. Whitlock, librarian.
600	150	100	.....	.....	100	.....	100	100	.....	C. B. Austin.
200	375	50	17,000	.....	.....	1,929	22,710	515	8,500	J. P. Sharkey, superintendent.
.....	.....	.....	.....	.....	.....	.....	.....	100	.....	Charlotte D. Leavitt.
.....	496	.....	15,068	.....	.....	1,100	19,000	400	7,000	B. F. Howard, president.
.....	480	.....	1,671	.....	156	403	5,500	386	.....	Harriet A. Gast, librarian.
500	20	10	.....	20	.....	60	1,000	60	.....	Jas. M. Talbot.
.....	194	.....	4,000	200	100	140	.....	200	.....	E. E. Wright, librarian.
100	150	25	.....	.....	.....	125	.....	150	.....	G. L. Freebern, librarian.
1,200	134	.....	1,583	.....	.....	333	11,297	.....	20,000	C. T. Northrop.
.....										T. J. Currey.
.....										Miss Mary Potter, librarian.
.....										Robert Clarke, librarian.
.....								100		D. B. Henry.

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State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Ohio—Continued.</i>								
Granville*	Granville (Ohio) Historical Society.	1885				F.	Hist	2,000
Hamilton	Lane Free Library	1866	O.	T.	B.	F.	Gen	4,500
Hillsboro	Hillsboro College Library.	1855	O.	C.	B.	F.	Col	1,000
Hillsboro	Public Library	1878		T.	B.	F.	Gen	8,200
Hiram	Hiram College Library	1854	O.	C.	B.	S.	Col	3,990
Hiram	Delphic Literary Society.	1857		C.	B.	S.	Col. soc	1,123
Hopedale	Hopedale Normal College Union Library.	1848	R.	C.	B.	F.	Col	1,200
Hudson	Western Reserve Academy Library.	1882		C.	B.	S.	Sch	1,000
Jefferson	Citizens' Library Association.	1883		C.	B.	F.	Gen	1,180
Lancaster*	Free Library and Reading Room.	1878				F.	Gen	3,500
Lancaster*	Ohio Industrial School	1878				F.	A. & R.	3,155
Lebanon	National Normal University Library.	1855	O.	C.	R.		Col	12,000
Lee*	Wells Library	1860				S.	Social	1,625
Mansfield*	Mansfield Lyceum Library	1872				S.	Social	3,500
Mansfield	Memorial Library Association.	1887	O.	T.	B.	F.	Gen	5,073
Marietta*	Marietta College Library	1835					Col	46,000
Marietta*	Alpha Kappa Society	1839					Col. soc	11,000
Marietta*	Psi Gamma Society	1839					Col. soc	
Marietta*	Marietta Library	1829				S.	Gen	2,800
Marysville	Odd Fellows Library	1877	R.	C.	B.	S.	I. O. O. F.	1,187
Medina	Medina Circulating Library	1881		C.	B.	S.	Gen	1,000
Newark	Ladies' Circulating Library.	1877		C.	B.	S.	Social	1,998
New Athens*	Franklin College						Col	3,000
New Concord*	Muskingum College						Col	1,500
Norwalk	Young Mens' Library and Reading Room.	1866		C.	B.	S.	Social	6,000
Oberlin	Oberlin College Library	1833	O.	C.	B.	Both.	Col	24,159
Oberlin	Union Library Association.	1868	R.	C.	B.	S.	Col. soc	8,214
Oberlin*	Theological Seminary Library.	1835				F.	Theol.	2,000
Oxford	Miami University	1824	O.	T.	B.	F.	Col	10,800
Oxford*	Oxford Female College Alumnae Library.	1884				S.	Col	4000
Oxford	Western Female Seminary Library.	1855	O.	C.	B.	S.	Sch	5,196
Painesville	Lake Erie Female Seminary	1859	O.	C.	B.	F.	Sch	3,000
Painesville*	Temperance Society and Y. M. C. A.	1877				S.	Social	2,000
Perrysburg	Way Library	1881	R.	T.	B.	F.	Gen	3,290
Perrysville*	Excelsior Literary Society Library.	1868					Col. soc	1,600
Piqua	Schmidlapp Free School Library.	1890	O.	T.	B.	F.	Sch	3,274
Pleasant Ridge	Pleasant Ridge Library Association.	1879	R.	C.	B.	S.	Gen	1,468
Pleasantville*	Pleasantville Collegiate Institute.						Col	2,000
Poland	Poland Union Seminary Library.	1862	O.	C.	B.	F.	Sch	1,200
Portsmouth	Portsmouth Public Library	1879	O.	T.	B.	F.	Gen	8,553
Reading	Mt. Notre Dame Academy						Sch	2,000
Richmond*	Richmond College						Col	3,000
Saint Martins	Ursuline Academy						Sch	3,000
Saint Mary's	High School						Sch	1,100
Sandusky	English and Classical School						Sch	2,000

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10	11	12	13	14	15	16	17	18	19	20
			14,943		\$1,800	\$35		\$300	\$15,000	Florence S. Schenck, librarian.
	300				900					Fenton Gall.
	58							120		Sadie E. McClure, librarian.
	50		1,000			350		350		E. V. Zollars, president.
200		50	250							A. G. Webb, librarian.
200						25				Fredk. W. Ashley, principal.
	180		5,930			143		125		A. C. White, president.
	2,500							3,250		Alfred Holbrook.
	495	98	21 016	12,000		968	\$1,200	434	72,000	Martha Uleren, librarian.
3,000										
			1,000	175						Mrs. M. E. Landon.
50	100					100		84		Eva Johnson, librarian.
200	100	25	4,160					256		Mrs. M. Wright.
500										
	185		7,500			600		150		Sophia Rowland.
20,000	2,005	3,000	15,000			3,427	18,500	2,500		A. S. Root, librarian.
	318		5,075			608		398		Jas. W. Crook, librarian.
2,000	862	240	1,143		1,000			767		W. A. Merrill, librarian.
	200		335			340	2,645	340		Caroline D. White, librarian.
	50	30						100		Miss Sarah Kendrick.
	13		7,479		231	912	15,000	27		N. L. Hanson, secretary.
	878		13,868		435	700		1,100	8,000	C. W. Bennett, superintendent.
12	74	7	1,456	25				50		Alice E. Walter, librarian.
										E. P. Semple, principal.
	600				948	600		544	3,500	N. A. Newton, librarian.
100										
										Sister M. Baptiste.
										Harriet E. Day.
										Mrs. L. C. Balcani.

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1	2	3	4	5	6	7	8	9
<i>Ohio—Continued.</i>								
Scio*	Scio Commercial College.....						Col.....	1,500
Sidney.....	Public Library.....	1886	O.	T.	B.	F.	Gen.....	1,200
Springfield.....	Public Library.....	1872	O.	T.	B.	F.	Gen.....	13,742
Springfield.....	Wittenberg College Library.....	1845	O.	C.	B.		Col.....	10,000
Springfield*	Excelsior Library.....	1845				F.	Col. soc.....	3,000
Springfield*	Philosophian Society.....	1847					Col. soc.....	3,500
Steubenville.....	I. O. O. F. Public Library.....	1882	O.	C.		S.	I. O. O. F.....	3,200
Steubenville.....	Public School Library.....	1881	R.	T.	B.	F.	Sch.....	2,850
Tiffin.....	Heidelberg University Library.....	1851	O.	C.	B.	F.	Col.....	7,500
Tiffin.....	Tiffin Public Library.....	1880		C.	B.	S.	Gen.....	3,000
Toledo.....	Public Library.....	1873	O.	T.	B.	F.	Gen.....	31,872
Toledo.....	Toledo Medical College.....						Col.....	1,000
Toledo.....	Ursuline Convent of the Sacred Heart.....						Sch.....	3,100
Troy.....	Public School Library.....			T.	B.	Both.	Sch.....	2,010
Urbana.....	Urbana University Library.....	1850	O.	C.	B.	F.	Col.....	6,125
Utica.....	High School.....						Sch.....	1,000
Warren.....	High School.....						Sch.....	1,000
Wauseon.....	Wauseon Public Library.....	1875	R.	C.	B.	S.	Gen.....	1,870
Wellington.....	Public Library.....	1873	R.	T.	B.	F.	Gen.....	2,830
Wellsville.....	Cleveland and Pittsburg Railroad Reading Room Association.....	1867	O.	C.	B.	S.	Social.....	2,091
Westerville.....	Otterbein University Library.....	1849	O.	C.	B.	F.	Col.....	6,300
Westerville.....	Philomathean Library.....	1858		C.	B.	F.	Col. soc.....	1,601
Wilberforce*	Wilberforce Library.....	1876					Gen.....	4,000
Wilberforce.....	Wilberforce University Library.....	1856	O.	C.	B.	F.	Col.....	4,000
Wilmington*	Wilmington College.....	1870				F.	Col.....	2,000
Wooster.....	University of Wooster.....	1870	O.	C.	B.	S.	Col.....	12,000
Wyoming.....	Wyoming Village Library Association.....	1882	R.	C.	B.	S.	Gen.....	1,686
Xenia.....	Xenia Library Association.....	1881		C.	B.	S.	Gen.....	6,310
Xenia.....	United Presbyterian Theological Seminary.....	1794	O.	C.	B.	F.	Theol.....	4,153
Yellow Springs..	Antioch College Library.....	1853	O.	C.	B.	F.	Col.....	6,000
Youngstown.....	Free Public Library.....	1858	R.	T.	B.	F.	Gen.....	3,700
Zanesville*	Buckingham Library of Putnam Seminary.....	1845				Both.	Gen.....	7,000
Zanesville.....	Zanesville Athenæum.....	1827	O.	C.	B.	S.	Gen.....	8,000
<i>Oregon.</i>								
Albany.....	Albany Collegiate Institute Library.....	1866		C.	B.	F.	Sch.....	1,907
Corvallis*	State Agricultural College.....	1862		C.			Sci.....	1,500
Corvallis*	Adelphian Literary Society.....						Col. soc.....	1,000
Cove*	Ascension School.....			C.		S.	Sch.....	1,200
Eugene.....	Oregon State University.....	1876		T.	B.	F.	Col.....	3,916
Eugene.....	Laurean and Eutaxian Library.....	1876				S.	Col. soc.....	1,500
Forest Grove.....	Tualatin Academy and Pacific University.....	1853		C.	B.	S.	Col.....	6,135
McMinnville.....	McMinnville College.....	1862		C.	B.	F.	Col.....	1,590
Philomath.....	Philomath College Library.....	1861		C.	R.	F.	Col.....	1,200
Portland..	Bishop Scott Academy Library.....	1870		C.		F.	Sch.....	1,000

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1	2	3	4	5	6	7	8	9
<i>Oregon—Cont'd.</i>								
Portland*	Catholic Library Association.	1885		C.		S.	Gen	2,000
Portland.....	Library Association of Portland.	1864	.....	C.	B.	S.	Gen	19,296
Portland.....	Public School Library Association.	1876	.....	T.	C.	F.	Sch.....	1,100
Salem*	Academy of the Sacred Heart.	.....	.....	C.	.....	.....	Sch.....	2,800
Salem	Oregon State Library	1850	.....	T.	B.	F.	Gen	17,000
Salem*	Salem Masonic Library	1879	.....	.....	.....	S.	Mas	1,400
Salem.....	Willamette University.....	1844	.....	C.	B.	F.	Col	4,000
<i>Pennsylvania.</i>								
Allegheny	Allegheny Observatory Library.	1860	O.	C.	R.	.....	Sci.....	1,500
Allegheny	Public School Library.....	1871	R.	T.	B.	F.	Sch	13,000
Allegheny	Reformed Presbyterian Theological Seminary.	.....	.....	C.	B.	F.	Theol.....	3,200
Allegheny	United Presbyterian Seminary Library.	.....	.....	C.	B.	F.	Theol.....	8,000
Allegheny.....	Western State Penitentiary Library.	1840	O.	T.	B.	F.	A. & R....	7,200
Allegheny*	Western Theological Seminary of the Presbyterian Church.	1872	.....	.....	.....	F.	Theol.....	25,000
Allegheny	Western University of Pennsylvania.	.....	O.	C.	R.	F.	Col	7,000
Allentown*	Academy of Natural Science, Art, and Literature.	1872	.....	.....	.....	Both.	Sci.....	3,500
Allentown.....	Muhlenberg College Library.	1867	O.	C.	B.	F.	Col	9,500
Allentown.....	Euterpean Society.....	1867	.....	C.	B.	S.	Col. Soc....	2,163
Allentown.....	Sophronian Society	1867	.....	C.	B.	F.	Col. Soc....	1,644
Altoona	Altoona Mechanics Library and Reading Room Association.	1860	R.	C.	B.	S.	Gen	14,625
Annville*	Lebanon Valley College.....	1874	.....	.....	.....	F.	Col	3,500
Ashbourne	Cheltenham High School.....	.....	.....	.....	.....	.....	Sch	1,000
Ashland	High School Library	1881	.....	T.	B.	F.	Sch	1,200
Beatty.....	St. Vincent Library	1846	O.	C.	B.	F.	Col	40,000
Beatty.....	St. Xavier's Library.....	1847	.....	C.	B.	S.	Sch	1,200
Beaver.....	Beaver College Library	1873	O.	C.	B.	S.	Col	1,320
Beaver Falls.....	Geneva College Library.....	1880	O.	C.	B.	F.	Col	1,200
Bellefonte	Young Men's Christian Association.	1869	R.	C.	B.	S.	Y. M. C. A.	1,561
Berwick.....	Young Men's Christian Association.	1876	O.	C.	B.	F.	Y. M. C. A.	3,699
Bethlehem.....	Malin Library of Moravian Literature.	1882	.....	C.	R.	F.	.....	1,356
Bethlehem.....	Moravian Archives	1742	.....	C.	R.	F.	Hist.....	3,000
Bethlehem.....	Moravian College and Theological Seminary.	1749	.....	C.	B.	F.	Sch	5,400
Bethlehem.....	Moravian Seminary for Young Ladies.	.....	.....	.....	.....	.....	Sch	6,000
Bethlehem.....	Young Men's Missionary Society.	.....	R.	C.	B.	S.	Gen	2,900
Birmingham.....	Mountain Seminary Library.	1857	.....	C.	B.	F.	Sch	1,500
Bloomsburg	Bloomsburg State Normal School.	1869	.....	C.	B.	F.	Sch	1,100
Bradford.....	Bradford Library Association.	1879	O.	C.	B.	Both.	Gen	1,400
Bradford.....	Public School Library.....	1885	O.	T.	B.	F.	Sch	2,800

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10	11	12	13	14	15	16	17	18	19	20
	811	50	20,983			\$52,684	\$75,000	\$1,739		Henry A. Oxen, librarian.
			1,100					200		Christina MacConnell, librarian.
	500					2,500		2,500		J. B. Putnam, librarian.
10,000	50	150	1,000	3,000						George Whitaker, president.
500										James E. Keeler, director.
	700		45,000		\$3,800			1,000		James W. Benny, librarian.
300	50	60				150		150		D. B. Willson.
300	100					500		200		O. J. Thatcher, librarian.
	600									J. L. Milligan.
1,000								250		W. J. Holland.
2,000	300	200								Davis Garber, librarian.
	28		1,500	600		75		50		W. U. Kistler.
			948					11		Eugene Stetler.
	2,315		50,000			3,625		2,731		Chas. B. Dudley, chairman.
500										
50		12	1,500	200		42				Milton C. Cooper.
500	300	50	10,000	3,000				400		Wm. C. Estler, librarian.
100	40	30								Augustine M. Muenkel.
250	243	50	1,200					265		R. I. Taylor.
	25									Geo. Kennedy, librarian.
	16		300	430						C. M. Bursley, general secretary.
300	224	44	4,200	906		60	1,000	168		Henry S. Mendenhall, librarian.
										Bishop J. M. Levering.
	24	12				68		18		Bishop J. M. Levering.
	45					100	2,000	100		August Schultze, president.
600										B. H. Jones, librarian.
100	50									
	50		1,575	22,000						F. H. Jenhine, librarian.
	150					300		150	\$3,000	M. C. Gunn, librarian.
200	250	600				60		125		C. D. Bogart, superintendent.

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1	2	3	4	5	6	7	8	9
<i>Pennsylvania—Continued.</i>								
Brownville	Woman's Christian Temperance Union Public Library.	1885	R.	C.	B.	S.	Gen	1,078
Bryn Mawr.....	Bryn Mawr College Library.	1885	O.	C.	B.	F.	Col	9,760
Buckingham.....	Buckingham Hugesian Library Company.	1874	O.	C.	B.	S.	Gen	1,932
California	South Western State Normal School.	1883	O.		B.	S.	Sch	1,700
Camp Hill*	Soldiers' Orphan School....	1868				F.	A. & R....	1,200
Cannonsburg.....	Cannonsburg Library Association.	1879	R.	C.	B.	S.	Gen	2,146
Cannonsburg*	Jefferson Academy Library.						Sch	2,500
Cannonsburg*	Public Library.....						Gen	1,600
Canton	Public School Library.....	1869	O.	T.	B.	F.	Sch	1,000
Carbondale	High School.....						Sch	1,203
Carbondale	Young Men's Library.....	1874	R.	C.	B.	S.	Gen	2,600
Carlisle.....	Cumberland County Law Library.	1869				F.	Law	2,400
Carlisle.....	Dickinson College Library.	1783	O.	C.	B.	S.	Col	9,150
Carlisle.....	Belles Lettres Library .	1886		C.	B.	S.	Col. Soc....	11,119
Carlisle.....	Union Philosophical Library.	1789		C.	B.	S.	Col. Soc....	11,000
Catasauqua	High School.....						Sch	2,000
Catawissa	High School.....						Sch	1,052
Chambersburg....	Franklin County Law Library.	1865		C. & T.	R.	S.	Law	1,204
Chambersburg....	Wilson College Library	1870	R.	C.	B.	F.	Col	2,900
Chester.....	Chester Mechanics' Library Association.	1873	O.	C.	B.	Both.	Gen.....	2,700
Chester*.....	Pennsylvania Military Academy.						Sch	1,200
Chester Springs* ..	Soldiers' Orphan School....	1866					Sch	1,200
Clarion*	Carrier Seminary						Sch	1,000
Coatesville	Coatesville Library Association.	1872	O.	C.	B.	S.	Gen.....	1,600
Collegeville.....	Pennsylvania Female College Library.	1851	O.	C.	R.	F.	Col	3,000
Collegeville.....	Ursinus College Library ...	1870		C.	B.	F.	Col	4,500
Concordville*.....	Maplewood Institute Library.						Sch	2,000
Coudersport	Coudersport Library Association.	1850		C.	B.	S.	Gen.....	1,019
Dixmont*.....	Western Pennsylvania Hospital for the Insane.					F.	A. & R....	1,000
Doylestown.....	Library Company	1856	R.	C.	B.	S.	Gen.....	3,038
Easton.....	Lafayette College Library..	1832	O.	C.	B.	F.	Col	23,000
Easton.....	Easton Library	1811	O.	C.	B.	S.	Gen.....	5,000
East Downingtown.	Downington Library.....	1876	R.	C.	B.	Both	Gen.....	1,517
Edinboro	Edinboro State Normal School.	1861	O.	C.	B.	F.	Sch	6,000
Elders Ridge *....	Classical and Normal Academy.						Sch	1,000
Erie	City Library, Y. M. C. A....	1867	O.	C.	B.	Both.	Gen.....	5,700
Factoryville	Keystone Academy Library	1868	O.	C.	B.	F.	Sch	3,000
Fallsington.....	Fallsington Library Company.	1802	O.	C.	B.	Both.	Gen.....	5,278
Frankford	Library and Reading Room Association.	1855		C.	B.	S.	Gen.....	3,364
Franklin*.....	Franklin Lodge No. 3, A. O. U. W.	1873				F.	Social.....	1,500

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
500	56	17			\$8	\$68		\$45		Geo. H. Reynolds, librarian.
1,000	1,000	150	1,020	17,820		3,000		2,330		Florence E. Peirce, librarian.
	40		600			150		45		Anna J. Williams, treasurer.
2,000	150	526	8,000	47,340				500		Anna M. Shutterly, librarian.
	84		2,513							
	45				57	43		100		U. G. Palmer.
28	79	13	2,708			185		55		H. J. Holkenberg.
										J. T. Wheeler, librarian.
2,000	200	200	290							J. H. Morgan, assistant librarian.
279	75	42						150		John Alfred Tait, librarian.
100	30	10	1,000			30	\$500	30		H. F. Matter, librarian.
										T. W. Bevan.
40	100	10				500		500		John F. L. Morris.
										Wm. Alexander, secretary.
100	100									John C. Boggs, librarian.
	50		2,500					67	\$12,000	Miss Laura I. Hard.
	30									L. J. Hughes, librarian.
1,000	75	105							10,000	J. W. Sunderland.
100	500	25	800	900				50		Prof. M. Peters, librarian.
152	79	10	471		35			12		Nellie Olmstead.
200	90	30	2,600					91		Cordelia Lear, librarian.
	587	500	500					400		F. A. March.
	250						80	427		J. W. H. Knerr.
	55		1,227			208		51		John Thomas.
2,000										Fannie E. Adams, librarian.
									15,000	A. H. Caughey, librarian.
300	50	20	2,000	1,000		25				F. C. Rowell.
	154	52	9,000		244	380	5,000	234	3,500	Tacie E. Gillingham, secretary.
	295		4,567			518	2,500	268		Geo. W. Wright, secretary.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Pennsylvania—Continued.</i>								
Germantown	Charter Oak Library and Literary Association.	1855	R.	C.	.....	S.	Gen.....	1,000
Germantown	Friends' Free Library and Reading Room.	1874	O.	C.	B.	F.	Gen.....	16,162
Germantown	Mary E. Stevens Library...	.....	.....	Private	.....	.....	Sch.....	2,900
Germantown ⁴	Library and Historical Society.	1870	.....	.....	.....	S.	Hist.....	4,317
Germantown*	Orphans' Home and Asylum for the Aged.	.....	.....	.....	.....	.....	A. & R....	1,000
Germantown	People's Institute.....	1877	O.	C.	B.	F.	Gen.....	4,000
Germantown	Young Men's Christian Association.	1871	O.	C.	B.	S.	Y. M. C. A.	3,100
Gettysburg	Library of Theological Seminary, Evangelical Lutheran Church, General Synod.	1826	O.	C.	B.	F.	Theol.....	12,500
Gettysburg	Lutheran Historical Society.	1843	.....	C.	.....	F.	.....	1,100
Gettysburg*	Pennsylvania College Library.	1832	.....	.....	.....	F.	Col.....	10,482
Gettysburg	Philo Literary Society.	1831	.....	C.	B.	S.	Col. Soc....	6,100
Gettysburg	Phrenakosmian Society.	1831	.....	C.	B.	S.	Col. Soc....	5,640
Greensburg*	Seminary for Young Ladies and Men.	.....	.....	.....	.....	.....	Sch.....	1,200
Greenville	Thiel College Library	1871	.....	C.	B.	F.	Theol.....	6,315
Greenville*	Society libraries (3)	1870	.....	.....	.....	.....	Col. Soc....	1,500
Grove City*	Grove City College Library.	.....	.....	.....	.....	.....	Col.....	4,000
Harleysville	Cassel's Library.....	1830	O.	Private	B.	F.	Gen.....	8,000
Harrisburg*	Dauphin County Historical Society.	1867	.....	.....	.....	S.	Hist.....	3,000
Harrisburg	Dauphin County Law Library.	1860	.....	T.	R.	F.	Law.....	2,440
Harrisburg	Pennsylvania State Agricultural Society.	1856	.....	T.	R.	F.	Sci.....	4,200
Harrisburg	State Library of Pennsylvania.	1790	O.	T.	R.	F.	Gen.....	60,000
Harrisburg*	State Lunatic Hospital.....	1851	.....	.....	.....	F.	A. & R....	1,500
Harrisburg	Young Men's Christian Association.	1855	.....	.....	.....	F.	Y. M. C. A.	8,000
Hatboro	Union Library Company	1755	.....	.....	.....	S.	Gen.....	11,118
Haverford	Haverford College Library.	1833	O.	C.	R.	F.	Col.....	28,000
Hazleton	Young Men's Christian Association.	1872	R.	C.	B.	F.	Y. M. C. A.	1,000
Hereford	Hereford Literary Society Library.	1882	.....	C.	B.	Both.	Gen.....	1,000
Hoboken	Allegheny County Workhouse Library.	1870	.....	T.	B.	F.	A. & R....	1,135
Holmesburg	House of Correction Library	1881	.....	T.	B.	F.	A. & R....	1,050
Holmesburg	Thomas Holmes Free Library.	1874	R.	C.	B.	F.	Gen.....	2,500
Honesdale	Honesdale Law and Library Association.	1867	.....	.....	R.	F.	Law.....	1,230
Honesdale	School Library	1874	O.	T.	B.	F.	Sch.....	7,691
Huntingdon	Normal College Library.....	1876	O.	C.	B.	F.	Sch.....	2,266
Huntingdon	Public School Library.....	1885	.....	T.	B.	S.	Sch.....	1,300
Huntingdon Valley.*	Sickel Library	1880	.....	.....	.....	S.	Social.....	1,534
Indiana	State Normal School Library	1875	O.	C.	B.	F.	Sch.....	2,500
Johnstown	Cambria Library Association.	1870	O.	C.	B.	Both.	Gen.....	2,000

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10	11	12	13	14	15	16	17	18	19	20
	25							\$50		Jacob K. Ferins, secretary.
	826		12,868			\$3,507	\$43,000	1,526	\$18,000	William Kite, librarian.
										Mary E. Stevens.
200	300	6	3,021			3,000		378	14,000	John J. Kenney, superintendent.
			655							W. A. Smalley, secretary.
500	200	100				260	1,000	250		Charles A. Hay, librarian.
200	25	50				250				Charles A. Hay, librarian.
	200		3,900	1,300		75	1,275	75		A. S. Hain, librarian.
2,000	52	180	5,640	5,640		40	1,000	96		Edgar Sutherland, librarian.
300	80	40	321							
4,000	100	75								Abraham H. Cassel.
340	20	53						57		H. Percy Anderson, librarian.
400	61	40								
								7,500		Wm. H. Egle, librarian.
12	12		3,900	1,300						D. D. Hammellbaugh, librarian.
1,041	109	125								
5,990	750	100				600			11,000	Allan C. Thomas.
	50									A. Marrman.
200		50	700	150						H. Winslow Fegley, librarian.
	932							1,000		Rev. C. L. Bradshaw.
250	210	250	175			147	3,500	147		Rev. T. Kirkpatrick.
			5,500							J. Howard Morrison, librarian.
50	38	20								
2,000	119	200	3,019	3,598		101		126		Geo. W. Twitmyer, librarian.
695	188	46	627					154		Jos. E. Saylor, librarian.
	75		1,200	100		50		80		L. S. Shimmell, superintendent.
	50							100		Wm. S. Owens.
218	1,000		5,000				37,560	3,245	55,000	Mrs. Yeagley, librarian.

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10	11	12	13	14	15	16	17	18	19	20
										Rev. L. L. Sprague.
										Nathan C. Schaeffer, principal.
			1,778		\$36	\$100		\$47		J. P. Robinson, assistant librarian.
	120				45	252		100		W. L. Guth, librarian.
2,000	365	281				750		610		John B. Kieffer, librarian.
	400		2,633			295		250		J. Frank Meyer, librarian.
	150					444		400		D. G. Eshleman.
2,000	17	68								Mrs. Lydia Diller Zell, librarian.
	59	60	2,000			300	\$4,300	60		Percy Carpenter, librarian.
	200		9,390	4,695		125		200		John K. Boyle, librarian.
1,000										C. B. Cross.
3,000	300	1,000						655		
	150					300		200		Cyrus Boger, superintendent.
	1,100		1,200	1,400		500	10,000	500		Prof. Freeman Loomis.
	5					20		5		Miss Annie J. Clarke, librarian.
4,000	1,028	217	1,700			300		170		S. A. Martin, librarian.
1,000	600	100								James Eldon.
	700		5,000				250	250		Mrs. Elizabeth Karskadon, librarian.
400	100		1,000					100		Mother Ignatius.
500	1,289	100	4,853	10,000			36,000	800	\$1,000	Douglas Craig, librarian.
			475	80				10		W. H. Gibson.
			47			12				F. L. Homer, librarian.
15,000	200	1,000		5,000		5,150		400		Miss E. R. Haxton.
	1,300	114				112	2,240	112		Miss Susan McCracken, librarian.
										George L. Cary, president
500	50	50	300	500	100	650		50		

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1	2	3	4	5	6	7	8	9
<i>Pennsylvania—Continued.</i>								
Mercersburg*	Washington Irving Literary Society.	1873				F.	Gen	1,383
Millersville	Page Literary Society Library.	1855		C.	B.	S.	Gen	1,800
Millersville	Normal Literary Society	1858		C.	B.	S.	Gen	3,500
Milton	High School Library	1884	O.	T.	B.	Both	Sch	1,200
Mount Carmel	High School						Sch	2,000
Mt. Holly Springs	Amelia S. Given Free Lib.	1889	O.	Donor	B.	F.	Gen	1,971
Mount Pleasant	Western Pennsylvania Classical Institute.	1873	O.	C.	B.	F.	Sch	1,800
Myerstown*	Palatinate College Society Libraries.						Col. Soc.	1,190
Natrona	Natrona Library (Pennsylvania Salt Manufacturing Co.).	1891	O.	C.	B.	F.	Gen	1,000
New Bedford*	St. Mary's Library	1864					Social	3,202
New Berlin*	Union Seminary Excelsior Society, Central Pennsylvania College.	1854				F.	Col. Soc.	1,300
New Berlin	Necosmian Literary Society Central Pennsylvania College.	1859	O.	C.	B.	F.	Col. Soc.	1,600
New Brighton	Young Men's Christian Association.	1852	R.	C.	B.	Both	Y. M. C. A.	2,400
Newcastle	Young Men's Christian Association.	1886				S.	Y. M. C. A.	1,793
New Wilmington	Westminster College Library.	1852	O.	C.	B.	F.	Col	5,000
New Wilmington*	Society libraries (3)						Col. Soc.	1,400
Norristown	High School Library (Wm. McCann).	1870		C. & T.	B.	F.	Sch	5,393
Norristown*	Montgomery County Law Library.	1869				F.	Law	3,000
Norristown	Norristown Library Company.	1796	O.	C.	B.	S.	Gen	7,000
Norristown*	State Hospital for the Insane.	1880				F.	A. & R.	3,000
North East	St. Mary's Library	1881					Col	4,428
Ogontz	Cheltenham Academy						Sch	1,000
Ogontz	Ogontz School Library	1883	R.	C.	B.		Sch	6,000
Oil City	High School						Sch	1,000
Oley	Oley Academy						Sch	1,500
Orwell	Orwell Library Association	1876	R.	C.	B.	S.	Gen	1,150
Overbrook	Seminary of St. Charles Borromeo.	1832	O.	C.		F.	Theol	22,000
Oxford*	Oxford Library	1794					Gen	2,000
Philadelphia	Academy of Natural Sciences of Philadelphia.	1812	O.	C.	R.	F.	Sci.	33,000
Philadelphia	Agnes Irwin's School						Sch	1,900
Philadelphia	American Baptist Historical Society.	1853		C.	R.	F.	Hist	7,400
Philadelphia*	American Baptist Publication Society.	1840					Social	3,000
Philadelphia*	American Entomological Society.	1859				F.	Sci.	1,593
Philadelphia	American Philosophical Society.	1743	O.	C.	B.	F.	Sci.	45,000
Philadelphia	American Sunday School Union.	1824	O.	C.	R.	F.		8,000
Philadelphia	Apprentices Library	1820	R.	C.	B.	F.	Social	12,268
Philadelphia	Athenæum of Philadelphia	1814	O.	C.	R.	S.	Social	35,000
Philadelphia	Boarding and Day School for Young Ladies.						Sch	1,000

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10	11	12	13	14	15	16	17	18	19	20
	40					\$75		\$40		A. R. Byerly.
200	100 40		2,800 1,200			300 30		150 30		George W. Hull. S. O. Goho. S. H. Dean. L. Stephens, president.
200 200	50 353	25 100				7				
			6,290							
						600	10,000			James A. Steese, secretary.
		10	525	33				1,800		Austen M. Purves, secretary.
75	110	10				25		10		James B. Wetzel, librarian.
200	25	60	1,000							Ralph E. Miles, secretary.
			1,200			200		150		R. W. McGranahan, librarian.
50	359		5,000				\$7,550	300		A. D. Eisenhower.
	265					292	1,000	260		Rev. A. J. Weddell, pres't.
	100 400	45						600		Rev. Aug. Dooper. John C. Rice. A. M. Wicks. F. J. Trumbull. Martin S. Harting. J. P. Coburn, librarian. Rev. John E. Fitz Maurice, D. D.
1,000	25 500	100	525	75		25		20 1,000		E. J. Nolan, librarian.
10,000	659	3,284					1,800	2,000		Miss Agnes Irwin. Henry E. Lincoln, librarian.
25,000	57	1,491				350	4,000			
	115	2,581								Henry Phillips, jr., secretary. Edwin W. Rice, D. D.
2,000	50	100				100		100		
	1,284	138	60,647			7,063	105,500	1,200		Miss C. M. Underhill, librarian. Louis K. Lewis. Miss E. F. Gordon.
1,200	500	100	2,000			6,000		1,000	\$50,000	

Public libraries in the United States

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10	11	12	13	14	15	16	17	18	19	20
200	50							\$125		Edward Roth.
	103								\$25,000	Jno. B. Betts, secretary.
2,500										
	190		8,258	7,091		\$1,425	\$10,000	300		Miss Emily Rex.
14,920	2,961	6,069	2,227	5,678				1,623		Chas. Perry Fisher, librarian.
200	1,100	200								Geo. Eastburn.
			270	48,112						Jno. W. Storey, librarian.
1,924	50	300								Strickland Skuran.
23,183	2,168	2,211	2,127	26,336		4,788	16,000	3,362	50,000	H. L. Heyl.
			1,500			150		200		Jno. P. Rhoads.
	595		1,440			1,098	6,634	658		Jno. H. Dillingham, librarian.
800	400	190	6,000				40,000	300		Thomas Wynn.
	75									Geo. W. Fetter.
9,000	500	2,000						250		Theo. L. Chase, librarian.
	461							1,710		J.M. Stewart, jr., librarian.
40,000	25	150				340	23,000	1,617	115,000	T. D. Stone, librarian.
800										
	1,100							3,000		Jno. H. Ingham.
	156		5,000			961	1,000	254		A. B. Carroll, librarian.
30,000	4,213	1,000	39,646			32,881	433,700	7,557	800,000	James G. Barnwell, librarian.
						35		35		Rev. Henry F. Lee.
	632		12,523			1,760	25,000	134	13,500	L. D. Lovett, secretary.
10,000	2,690	150	82,000	40,000		17,747	122,000	4,736	225,000	John Edwards, librarian.
	100			200				200		Sisters of St. Joseph.
	201									
										Rev. William H. Alden.
										Geo. Eastburn, M. A., PH. D.

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1	2	3	4	5	6	7	8	9
<i>Pennsylvania—Continued.</i>								
Philadelphia.....	Northern Dispensary of Philadelphia.	1816	O.	C.	B.	F.	Med	1,000
Philadelphia*.....	Northern Home.....	1853	.....	.....	.....	F.	A. & R.	1,200
Philadelphia*.....	Numismatic and Antiquarian Society.	1857	.....	.....	.....	S.	Sci	7,500
Philadelphia*.....	Odd Fellows' Library.....	1846	.....	.....	.....	S.	I. O. O. F. ..	12,000
Philadelphia.....	Pennsylvania Horticultural Society.	1827	O.	C.	B.	F.	Sci	1,500
Philadelphia.....	Pennsylvania Hospital Medical Library.	1765	O.	C.	B.	S.	Med	14,773
Philadelphia.....	Pennsylvania Hospital for the Insane, Department for Men.	1859	.....	C.	.....	F.	A. & R.	4,211
Philadelphia.....	Pennsylvania Institution for Deaf and Dumb.	.....	O.	C.	B.	F.	A. & R.	6,400
Philadelphia.....	Philadelphia Board of Trade.	.....	R.	C.	R.	F.	Mer	1,500
Philadelphia.....	Philadelphia City Institute.	1852	O.	C.	B.	F.	Social	14,312
Philadelphia.....	Philadelphia Club Library.	1850	O.	C.	R.	F.	Social	2,500
Philadelphia.....	Philadelphia College of Pharmacy.	1821	O.	C.	B.	F.	Sci	5,000
Philadelphia.....	Philadelphia County Prison.	1844	.....	T.	.....	F.	A. & R.	2,000
Philadelphia*.....	Philadelphia Divinity School (Protestant Episcopal).	1857	.....	.....	.....	F.	Theol.	9,000
Philadelphia.....	Philadelphia Hospital Library.	1778	O.	T.	R.	F.	Med	4,000
Philadelphia.....	Philadelphia Maritime Exchange.	1875	R.	.....	R.	.....	Mer	1,000
Philadelphia*.....	Philadelphia Seminary.....	1871	.....	.....	.....	F.	Sch.	1,809
Philadelphia.....	Philadelphia Turngemeinde	1849	O.	C.	B.	F.	Social	1,850
Philadelphia.....	Post No. 2, Grand Army Republic.	1867	O.	C.	B.	F.	Social	1,520
Philadelphia.....	Presbyterian Board of Publication.	1860	O.	C.	R.	F.	.....	3,500
Philadelphia *.....	Presbyterian Historical Society.	1852	.....	.....	.....	F.	Hist.	20,000
Philadelphia.....	Presbyterian Home for Widows and Single Women.	1882	.....	C.	B.	F.	Gen	1,100
Philadelphia *.....	Public School Libraries.....	1831	.....	.....	.....	F.	Sch.	8,757
Philadelphia *.....	Roxborough Lyceum.....	1757	.....	.....	.....	F.	Gen	1,700
Philadelphia.....	St. Vincent's Seminary.....	.....	.....	.....	.....	.....	Sch.	10,000
Philadelphia.....	St. Timothy's Workingmen's Club and Institute.	1873	R.	C.	B.	S.	Gen	4,500
Philadelphia *.....	Social Art Club	1874	.....	.....	.....	F.	Social	1,000
Philadelphia *.....	Southwark Library	1831	.....	.....	.....	S.	.....	9,746
Philadelphia.....	Spring Garden Institute ...	1851	O.	C.	B.	Both.	Sci	13,402
Philadelphia.....	Sunday School Library (Church of the Holy Apostle).	1868	O.	C.	B.	F.	.....	1,200
Philadelphia.....	Teachers' Institute of Philadelphia.	1868	O.	C. & T.	B.	S.	.....	12,199
Philadelphia.....	Theological Seminary (Mount Airy).	1864	O.	C.	R.	F.	Sch.	18,250
Philadelphia*.....	Union League Library.....	1863	.....	.....	.....	.....	Social	5,000
Philadelphia.....	United States Naval Home.	.....	.....	.....	.....	.....	.....	2,739
Philadelphia *.....	Universal Peace Union	1866	.....	.....	.....	F.	Social	1,000
Philadelphia.....	University of Pennsylvania	1749	O.	C.	B.	F.	Col	100,000
Philadelphia.....	Wagner Free Institute of Science.	1855	O.	C.	R.	F.	Sci	7,500
Philadelphia.....	West Philadelphia Institute Library.	1853	O.	C.	B.	Both.	Gen	6,000

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10	11	12	13	14	15	16	17	18	19	20
	4		50					\$15		Robert J. Hess, M. D.
1,000	400							50		D. D. L. Fasson, librarian.
	76									
	179		2,036							Henry B. Nunnemacker, librarian.
2,000	200	100						300		A. L. E. Crouter, principal.
1,000	135	400	1,300							Wm. R. Tucker, secretary.
894	1,030	173	66,597	110,000		\$1,108		793	\$38,000	S. Henry Norris.
	150						\$15,000	400		Chas. H. Hutchinson.
300	100	50						225		Thos. S. Wiegand, librarian.
					\$200					Howard Perkins.
500	100	100						300		D. G. Hughes.
1,000	50	75								E. R. Sharwood.
200	20		500							James Dykes.
100										
1,000	50	250						50		W. M. Rice, librarian.
	25		1,040							Elizabeth C. Heyl.
1,500	209	256	6,495	10,000		100	2,000	100		Albert Walton, librarian.
2,140	368	39	7,345	18,377		2,186	32,600	162		Addison B. Burk, vice-president.
			13,000							
800	566	26	65,000		3,000	1,200		790		Andrew Macfarlane, chairman.
2,000	25									H. C. Jacobs.
	101		5,997							O. F. Stanton.
100,000	10,000	10,000							230,000	Gregory B. Keen, librarian.
10,000	795	1,835						987		Thos. L. Montgomery, librarian.
300	250	50	6,121				3,000	240		M. D. Ridgely, librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Pennsylvania—Continued.</i>								
Philadelphia.....	West Philadelphia Medical Book Club and Library Association.	1871	R.	C.	B.	S.	Med	1,056
Philadelphia *	West Walnut Street Seminary.	1870	.....	.....	.....	F.	Sch.....	1,050
Philadelphia.....	Women's Christian Association Free Library.	1875	.....	C.	B.	F.	Gen	4,000
Philadelphia.....	Women's Hospital Library.	1864	O.	C.	B.	F.	A. & R ...	1,600
Philadelphia.....	Women's Medical College of Pennsylvania.	.....	.....	.....	.....	.....	Col	1,000
Philadelphia.....	Young Men's Christian Association.	1854	O.	C.	B.	S.	Y. M. C. A	5,700
Phoenixville*.....	Young Men's Literary Union.	1857	.....	.....	.....	S.	Social.....	2,300
Pittsburg *	Allegheny County Law Library.	1867	.....	.....	.....	F.	Law	15,000
Pittsburg *	Bishop Bowman Institute.	.....	.....	.....	.....	.....	Sch	1,500
Pittsburg *	Catholic College of the Holy Ghost.	1878	.....	.....	.....	S.	Col	1,540
Pittsburg *	Catholic Library	1868	.....	.....	.....	S.	Social.....	2,500
Pittsburg.....	Duquesne College.....	.....	.....	.....	.....	.....	Col	1,000
Pittsburg.....	Curry University Library Association.	.....	R.	.....	B.	.....	.....	2,500
Pittsburg.....	Engineers' Society of Western Pennsylvania.	1880	R.	C.	R.	S.	Sci	1,600
Pittsburg	High School Library.....	1854	O.	T.	B.	F.	Sch.....	2,188
Pittsburg.....	Pittsburg Female College .....	.....	.....	.....	.....	.....	Col	2,000
Pittsburg.....	Pittsburg Library Association.	1849	R.	C.	B.	S.	Gen	22,000
Pittsburg.....	Public Catholic Library .....	.....	O.	.....	B.	S.	.....	2,000
Pittsburg *	Teachers' Library.....	1855	.....	.....	.....	S.	Social	2,500
Pittsburg.....	Young Men's Christian Association.	1866	O.	C.	R.	F.	Y. M. C. A	2,500
Pottstown.....	High School Library.....	1870	O.	T.	B.	F.	Sch.....	2,000
Pottstown.....	Hill School.....	.....	.....	.....	.....	.....	Sch.....	3,000
Pottsville *	Pottsville Athenæum.....	1877	.....	.....	.....	S.	Gen	3,500
Pottsville *	Public School Library	1850	.....	.....	.....	F.	Sch.....	1,200
Pottsville *	Schuylkill County Law Library.	1861	.....	.....	.....	F.	Law	2,702
Quakertown.....	Richland Library Company	1789	R.	C.	B.	S.	Gen	1,771
Reading *	Berks County Law Library.	1843	.....	.....	.....	F.	Law	3,500
Reading.....	Reading Library.....	1808	O.	C.	B.	S.	Gen.....	6,072
St. Marys*	St. Mary's Benedictine Priory.	1854	.....	.....	.....	F.	Theol.....	1,000
Scranton.....	Public Library.....	1890	O.	T.	B.	F.	Gen	1,220
Scranton*.....	School of the Lackawanna.	1873	.....	.....	.....	F.	Sch.....	1,800
Scranton.....	Welsh Philosophical Society and Free Library.	1852	R.	C.	B.	Both.	Gen.....	2,000
Selins Grove.....	Missionary Institute Library.	1859	O.	C.	B.	F.	Theol.....	2,300
Sewickley	Public School Library	1874	O.	T.	B.	F.	Sch.....	5,000
Sharon.....	Public School Library.....	1877	O.	T.	B.	F.	Sch.....	1,400
Shenandoah	School District Library	1879	O.	T.	B.	F.	Sch'.....	1,735
Shippensburg	Cumberland Valley State Normal School.	.....	.....	.....	.....	.....	Sch	1,500
South Bethlehem	Bishopthorpe School .....	.....	.....	.....	.....	.....	Sch.....	1,100
South Bethlehem	Lehigh University Library.	1877	O.	C.	B.	F.	Col	66,782
South Hermitage	John McAlly Library	1871	.....	C.	B.	F.	Gen	1,741
State College	Pennsylvania State College.	.....	O.	C.	R.	F.	Col	7,342
State College*	Cresson Literary Society.	.....	.....	.....	.....	.....	Col. Soc...	1,290
State College*	Washington Literary Society.						Col. Soc...	1,260

of over 1,000 volumes—Continued.

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10	11	12	13	14	15	16	17	18	19	20
	45					\$300		\$200		S. G. Stryker, M. D.
			11,077							C. A. Lindsay, chairman. Susan Hayhurst, M. D.
130	100	25	4,200					200		J. H. Bosworth, librarian.
100										
200								250		
50	46	10	360		\$100			95		R. N. Clark, secretary. C. B. Wood, principal.
	350	207	13,951			250	\$3,000			Mary F. Macrann, librarian. Thos. A. Joyer, librarian.
800										J. B. Griggs, general secretary. Wm. W. Rupert, superintendent. John Meigs.
200		25								
						95				J. L. Heacock, secretary.
						1,360				Albert R. Denham, librarian.
	1,220					5,596		1,578	125,000	Henry J. Carr, librarian.
300	66	150			51	100		149		Camber W. Evans, librarian. Thos. C. Houtz, librarian.
200			100							
200	100	50	4,000	1,000		300		200		R. W. McPherson, librarian. J. W. Canon, superintendent. W. N. Ehrhart, principal.
	48		1,600	400		100		50		
	23					700		83		
19,504	1,428	1,512	846	30,863		22,573	449,436	6,035	\$100,000	F. I. Walsh. W. H. Chandler, director. Rev. Robert Gamble. Geo. W. Atherton.
	945	280	400				5,000	4,000		

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1	2	3	4	5	6	7	8	9
<i>Pennsylvania—Continued.</i>								
Steelton	High School						Sch	1, 750
Sugar Grove	Hopkins Library of Sugar Grove Seminary.	1883		C.	B.	F.	Sch	1, 100
Susquehanna	Susquehanna Library	1859			B.	S.	Gen	2, 800
Swarthmore	Swarthmore College Library.	1864	O.	C.	B.	F.	Col	9, 924
Swarthmore	Delphic Literary Society.	1875		C.	B.	F.	Col. Soc.	1, 137
Swarthmore	Friends' Historical Library.						Col. Soc.	1, 708
Tacony	Disston Library and Free Reading Room.		R.	C.	B.	S.	Gen	2, 344
Tarentum	Odd Fellows' Library	1869	R.	C.	B.	F.	I. O. O. F.	1, 400
Tidioute	Public School Library	1880	O.	T.	B.	F.	Sch	2, 040
Titusville	Titusville Library Association.	1877		C.	B.	Both.	Gen	4, 000
Torresdale*	Institute of the Sacred Heart.						Sch	1, 000
Towanda*	Susquehanna Collegiate Institute.	1854				S.	Sch	1, 100
Towanda	Towanda Library	1880	R.	C.	B.	S.	Gen	1, 600
Trappe*	Washington Hall Collegiate Institute, Phi Kappa Tau Society.	1856					Col. Soc.	1, 633
Troy	Graded and High School Library.	1872			B.	F.	Sch	1, 600
Union City	Luce's Business College						Sch	1, 000
Uniontown	Uniontown Book Club	1870	R.	C.	B.	S.	Gen	1, 500
Upland*	Bucknell Library of Crozer Theological Seminary.	1868				F.	Theol.	9, 600
Villanova	Villanova College Library	1850	O.	C.	R.		Col	3, 000
Warren	Warren Academy						Sch	6, 000
Warren	Warren Public Library Association.	1871	O.	C.	B.	Both.	Gen	6, 661
Washington	Citizens' Library	1870	R.	C.	B.	Both.	Gen	5, 000
Washington	Trinity Hall						Sch	1, 600
Washington*	Washington County Law Library.	1871				F.	Law	1, 332
Washington	Washington Female Seminary.	1836		C.	B.		Sch	2, 000
Washington	Washington and Jefferson College.	1798	O.	C.	B.	F.	Col	10, 000
Washington*	Reading Room Library	1885				F.	Col. Soc.	4, 344
Waynesburg*	Waynesburg College	1856				F.	Col	2, 000
West Chester	Birmingham Library	1795		C.	B.	S.	Gen	2, 908
West Chester	Chester County Law Library.	1862		C.	R.	S.	Law	5, 000
West Chester	West Chester Public Library.	1873	O.	C.	B.	Both.	Gen	3, 300
West Chester*	State Normal School	1871				F.	Sch	3, 600
West Grove*	Free Library	1873				F.	Gen	1, 100
Westtown	Westtown School Library	1805		C.	B.	F.	Sch	4, 680
Wilkes Barre	Wilkes Barre Law and Library Association.	1850		C. & T.	R.	S.	Law	2, 000
Wilkes Barre*	Wyoming Athenæum					S.	Social	1, 500
Wilkes Barre*	Wyoming Historical and Geological Society.	1858				F.	Hist. Sci.	5, 200
Wilkes Barre	Young Men's Christian Association.	1871	O.	C.	B.	F.	Y. M. C. A.	2, 000
Wilkinsburg	Parish Library, St. Stephen's Episcopal Church.	1885	O.	C.	B.	S.	Gen	1, 000
Williamsport*	Dickinson Seminary						Sch	2, 500
Williamsport	Lycoming Law Association Library.	1870		C.	R.	S.	Law	1, 141
Williamsport	Public School Library	1882	O.	T.	B.	F.	Sch	2, 000

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10	11	12	13	14	15	16	17	18	19	20
75	30		750			\$75		\$45		Chas. S. Davis. Geo. W. Jude, librarian.
	96		2,000			174		100		M. C. Hayward.
	465	100	800				\$6,000			Sarah M. Nowell, librarian.
6	4		350			50				Geo. G. Griest, librarian.
500										
400	219	100	10,205	13,455		786	251			Jos. C. Suffberry, librarian.
400	100	50	2,500				55			John F. Humes, secretary.
	30		500	400						R. D. Crawford, principal.
						1,000				R. L. Keonochan, secretary.
	100					100				Mrs. Mary E. Mason.
40	100		500	400		75	150			Daniel Fleisher.
	75				\$75		100			John N. Dawson.
275	170	50								F. L. A. Delaney.
1,200	548	76	9,768	10,617		1,122	5,000	260	\$88,000	N. G. Brown. A. D. Wood, manager.
										Miss Antoinette Cracraft.
										A. C. Arnold.
	30									Miss N. Sharrard, principal.
	150					600		150		W. C. McClelland, librarian.
70	68	53	502			124		74		Anna T. Griffith, librarian.
100	50	50						200		W. S. Harris.
	200		9,574			629		51	6,000	Lizzie A. Thomas.
	328		1,500			250		180		W. W. Dewees, librarian.
					440	615		800		Allan H. Dickson, secretary.
			500	1,000			500			S. M. Bard, general secretary.
20	10	5	250							
50	100	10				200		200		Frank P. Cummings, treasurer.
1,000	60	25	1,000	250		125		100		W. W. Kelchner, principal

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1	2	3	4	5	6	7	8	9
<i>Pennsylvania—Continued.</i>								
Williamsport.....	Young Men's Christian Association.	1875	O.	C.	B.	S.	Y. M. C. A.	2,500
York*	Cassat Library, York Collegiate Institute.	.....	.....	.....	.....	.....	Sch	3,000
York	United Library Association	1874	.....	C.	B.	Both.	Gen	2,500
York*	York County Law Library.	1868	.....	.....	.....	F.	Law	2,000
<i>Rhode Island.</i>								
Anthony*	Anthony Lyceum Library ..	.....	.....	.....	.....	F.	Soc	1,741
Anthony*	Free Library	1840	.....	.....	.....	F.	Gen	2,000
Apponaugh*	Free Library	1885	.....	.....	.....	F.	Gen	1,000
Ashaway	Ashaway Free Library	1872	R.	T.	B.	F.	Gen	3,709
Ashton	Ashton Reading Room Library.	1868	.....	C.	C.	S.	Gen	1,376
Barrington Center	Public Library	1880	.....	T.	B.	F.	Gen	6,541
Block Island	Island Free Library	1876	.....	T.	B.	F.	Gen	2,137
Bristol	Rogers Free Library	1877	O.	R. T.	B.	F.	Gen	11,046
Bristol*	Y. M. C. A. Library	1863	.....	C.	.....	S.	Y. M. C. A.	2,600
Carolina	Carolina Public Library ..	1881	.....	T.	B.	F.	Gen	1,750
Central Falls	Central Falls Free Public Library.	1882	.....	T.	C.	F.	Gen	4,241
Centerdale	Union Free Library	1870	O.	.....	B.	F.	Gen	2,749
Chepachet	Manton Library Association.	1847	.....	C.	C.	S.	Gen	1,100
Cranston*	Rhode Island State Prison ..	1838	.....	.....	.....	F.	A. & R ..	1,500
Crompton	Crompton Free Library	1875	O.	C.	B.	F.	Gen	4,041
East Greenwich* ..	East Greenwich Academy ..	1802	.....	.....	.....	F.	Sch	2,500
East Greenwich* ..	Free Library	1869	.....	.....	.....	F.	Gen	3,400
East Providence Center.	Free Library	1819	.....	.....	B.	F.	Gen	2,684
Exeter	Manton Free Library	1880	R.	T.	B.	F.	Gen	1,701
Fort Adams*	Post Library .....	.....	.....	.....	.....	F.	Gar	1,150
Foster Center*	Foster-Manton Library	1809	.....	.....	.....	S.	Gen	1,250
Greenville	Greenville Free Library Association.	1882	.....	.....	B.	.....	Gen	2,750
Howard	Rhode Island State Prison ..	1838	.....	T.	.....	F.	A. & R ..	1,400
Jamestown	Jamestown Philomenian Society.	1850	.....	.....	C.	F.	Soc	2,736
Kingston	Free Library	1842	R.	C.	B.	.....	Gen	6,000
Little Compton	Free Public Library	1876	.....	T.	B.	F.	Gen	1,343
Lonsdale	Lonsdale Library and Reading Room Association.	1870	.....	C.	B.	S.	Gen	3,866
Manville	Manville Library Association.	1872	.....	T.	B.	.....	Gen	2,108
Middleton	Middleton Free Library	1876	.....	T.	B.	F.	Gen	1,324
Newport	Newport Historical Society.	1853	O.	C.	R.	F.	Hist	2,300
Newport	People's Library	1870	O.	.....	C.	F.	Gen	30,000
Newport, Fort Adams.	Post Library .....	.....	.....	T.	B.	F.	Gar	1,400
Newport	Redwood Library and Athenæum.	1747	O.	C.	B.	S.	Gen	36,727
Newport*	Ward's Circulating Library	1874	.....	.....	.....	S.	Gen	1,600
New Shore'm	Island Free Library	1876	.....	.....	.....	F.	Gen	1,820
North Smithfield* ..	Slatersville Reading Room ..	1848				F.	Gen	1,600
Olneyville	Free Library Association ..	1875	O.	C.	B.	F.	Gen	8,600

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10	11	12	13	14	15	16	17	18	19	20
200			500							C. A. P. Mershon, general secretary.
										D. Philip Heckert, treasurer.
	231		4,902			\$225	\$225	\$168		Herbert F. Larkin, librarian.
	180					200		200		Geo. W. Adams, librarian.
	367		4,225		\$450			423		Emma S. Bradford, librarian.
	79		687			125		125		Oliver D. Mitchell, librarian.
	431		19,786			1,543		445		Geo. W. Arnold, librarian.
	229		1,343				100	91		Franklin Metcalf, treasurer.
200	946		12,255		500			621		Joseph W. Freeman, librarian.
	150		2,723		100	125		132		Frank C. Angell, librarian.
100		25								Charles Potter, librarian.
	70		3,981	61	100			137		
40	333	15	1,996							Mrs. Sarah W. Dexter, librarian.
	100		499			90		73		Phebe H. Edwards, librarian.
150	175	30	2,860	200		270		170		Henry L. Tatham, jr., librarian.
	150	60						92		Nelson Viull.
	150		4,049					125		Mrs. L. C. Hammond.
	119		2,680					200		E. W. Coe, librarian.
	52		412					50		F. R. Brownell, librarian.
163	50		900				300	125		Louis D. Millett, librarian.
	104		1,744		96			96		Wm. Dane Aldrich, acting librarian.
	17		421					70		Daniel M. Chase, librarian.
5,700	261	407			250	660	2,500			R. Hammett Tilley, librarian.
3,000	450	200	40,000			4,000	75,000	350		David Stevens, librarian.
700	12	877	1,269	1,000						E. M. Weaver, first lieutenant, R. Q. M., Second Artillery, librarian.
.....	1,055	264	11,228		725	3,529	1,448	1,310		Richard Bliss, librarian.
	8,000		8,100		550			150		H. H. Richardson, librarian.

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1	2	3	4	5	6	7	8	9
<i>Rhode Island—Continued.</i>								
Olneyville	Johnston High School			T.		F.	Sch	5,175
Pascoag	Pascoag Library Association.	1876	R.	C.	C.	S.	Gen	1,300
Pawtucket	Pawtucket Free Public Library.	1876	R.	T.	B.	F.	Gen	11,000
Peace Dale	Narragansett Library Association.	1852		C.	B.	F.	Gen	3,928
Phenix	Pawtuxet Valley Free Library Association.	1884	R.	C.	B.	F.	Gen	3,698
Pontiac	Pontiac Free Library	1884		T.	B.	F.	Gen	1,700
Providence*	Arnold's Circulating Library.	1853				S.	Gen	4,422
Providence	Brownson Lyceum	1857	R.	C.	B.	S.	Soc	1,100
Providence	Brown University Library.	1767	O.	C.	B.	S.	Col	71,000
Providence*	Butler Hospital for the Insane.	1847				F.	A. & R ...	2,500
Providence	Davies' Circulating Library.	1847	R.	C.		S.	A. & R ...	7,500
Providence*	English and Classical School.	1864		C.		F.	Sch	1,200
Providence*	Franklin Lyceum	1831				S.	Soc	9,000
Providence*	Friends' School	1819				S.	Sch	6,300
Providence*	Grand Lodge Library	1792				S.	Soc	1,500
Providence*	Gregory's Circulating Library.	1881				S.	Gen	3,500
Providence	Providence Athenæum	1836	O.	C.	B.	S.	Gen	51,933
Providence	Providence High School Libraries (3).	1880		T.	B.	F.	Sch	4,650
Providence	Providence Public Library.	1878	R.	T.	B.	F.	Gen	58,712
Providence	Rhode Island Historical Society.	1822	O.		R.	F.	Hist	1,500
Providence	Rhode Island Medical Society.	1879	R.	C.	B.	F.	Med	9,024
Providence	Rhode Island Hospital Library.	1868				F.	Med	2,500
Providence*	State Law Library	1868		T.		F.	Law	12,000
Providence	State Normal School	1871		T.	B.	F.	Sch	2,500
Providence	Union for Christian Work.	1868	R.	T.	R.	F.	Soc	4,195
Providence*	Woonasquatucket Library.	1875				F.	Gen	1,882
Providence	Y. M. C. A. Library	1854		C.	B.	S.	Y. M. C. A.	4,000
Riverside	Riverside Free Public Library.	1881		C.	B.	F.	Gen	2,175
Slatersville	Slatersville Library	1848			C.	S.	Gen	1,900
Tiverton	Whitridge Hall Free Library.	1875		T.	B.	F.	Sch	2,386
Valley Falls*	Free Public Library	1880				F.	Gen	1,304
Warren*	George Hale Free Library.	1871				F.	Gen	4,500
Warren*	Ware's (Paul) Circulating Library.	1857				S.	Gen	1,000
Warwick	Crompton Free Library	1872				F.	Gen	3,091
Warwick*	Old Warwick Library					F.	Gen	1,706
Westerly	Pawcatuck Library	1848	O.	C.	B.	S.	Gen	4,116
Wickford	Wickford Library	1872				S.	Gen	1,200
Woonsocket	Harris Institute Library...	1863	O.	R.	C.	F.	Sch	12,341
<i>South Carolina.</i>								
Bluffton*	Polytechnic and Industrial Institute.			C.			Sch	1,500
Cedar Springs*	South Carolina Institution for the Deaf, Dumb, and Blind.			C.			A. & R....	3,197

of over 1,000 volumes—Continued.

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1	2	3	4	5	6	7	8	9
<i>South Carolina—Continued.</i>								
Charleston *	Charleston Female Seminary.			C.			Sch	4,000
Charleston *	Charleston Library Society.	1748				S.	Gen	19,000
Charleston	Charleston Orphan Home	1792	O.	Sub.	B.	F.	A. & R.	3,313
Charleston *	College of Charleston	1838		C.		F.	Col	8,500
Charleston	Medical Society of South Carolina.	1794		C.	B.	S.	Med	5,000
Charleston *	Protestant Episcopal Society for Advancement of Christianity.	1810		C.		F.	Theol	1,800
Charleston *	South Carolina Military Academy.	1842		C.			Sch	1,000
Charleston	Y. M. C. A. library	1854	O.	C.	B.	S.	Y. M. C. A.	1,500
Cheraw	Cheraw Lyceum Library	1856	O.	C.	B.	S.	Soc	1,050
Clinton	Nellie Scott Library, Thomwell Orphanage.	1875	O.	C.	B.	F.	A. & R.	3,622
Columbia	Benedict College Library	1871		C.	B.	F.	Col	1,500
Columbia	Columbia Female College			C.		S.	Col	1,000
Columbia	Smyth Library and Seminary Library.	1831	O.	C.	R.	F.	Theol	22,000
Columbia	State Library			T.		F.	State	36,000
Columbia	South Carolina College.			C.		S.	Col	27,000
Columbia	Supreme Court Law Library.			T.			Law	5,000
Due West *	Associate Reformed Theological Seminary.	1839		C.			Theol	2,500
Due West	Erskine College	1839		C.		S.	Col	1,500
Due West	Euphemian Society	1839	O.		B.	F.	Col. Soc.	2,700
Due West	Philomathean Society	1842	O.		B.	S.	Col. Soc.	2,700
Florence *	Library Association.	1878				S.	Gen	2,000
Frogmore	Ed. L. Pierce Library of the Sea Islands.	1882		C.	B.	S.	Gen	1,000
Georgetown	Winyah Indigo Society Library.	1756		C.	R.	S.	Gen	3,000
Greenville *	Female College	1856		C.		F.	Col	1,000
Greenville	Furman University Library.	1850		C.	B.	F.	Col	2,500
Newberry	Newberry College Library.	1858		C.	R.	F.	Col	5,000
Newberry	Excelsior and Phrenokosmian Societies.	1859			B.	S.	Col. Soc.	1,500
Orangeburg	Clafin University	1869		C.	R.	F.	Col	1,500
Spartanburg	Kennedy Free Library	1885	O.		B.	F.	Gen	4,100
Spartanburg	Wofford College	1854		C.	R.	F.	Col	8,000
Williamston	Williamston Female College.			C.		S.	Col	3,000
<i>South Dakota.</i>								
Aberdeen	Free library	1887	R.	T.	B.	F.	Gen	1,061
Aberdeen *	Grand Lodge of Dakota, A. F. and A. M.	1875				F.	Mas	1,750
Brookings	South Dakota Agricultural College and Experiment Station.	1885		T.	R.	F.	Sci	2,855
East Pierre	Pierre University			C.		F.	Col	1,300
Fort Sully *	Post Library					S.	Gar	1,280
Mitchell	Dakota University			C.		F.	Col	2,000
Mitchell *	Reading rooms of W. C. T. U.	1884				Both.	W. C. T. U.	1,500
Redfield	Redfield College			C.		F.	Col	3,000

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[illegible]

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>South Dakota—Continued.</i>								
Vermillion	University of South Dakota.	1882	.....	T.	R.	F.	Col	2,812
Watertown	Williams Reference Library	1890	.....	.....	R.	F.	Gen	1,500
Yankton	Yankton College	1881	.....	C.	B.	F.	Col	4,308
<i>Tennessee.</i>								
Athens*	Grant Memorial University	.....	.....	C.	.....	.....	Col	2,250
Athens*	Society Libraries (4) ..	.....	.....	.....	.....	S.	Col. Soc...	1,100
Bristol*	Sullins College .....	.....	.....	C.	.....	S.	Col	1,000
Brownsville	Brownsville Female College	.....	.....	C.	.....	S.	Col	1,500
Chattanooga	Y. M. C. A. Library	1882	.....	.....	.....	S.	Y. M. C. A.	1,000
Clarksville	Southwestern Presbyterian University.	1879	.....	C.	B.	F.	Col	6,000
Clarksville*	Stewart Society .....	.....	.....	.....	.....	.....	Col. Soc...	1,500
Clarksville*	Washington Irving Society.	.....	.....	.....	.....	.....		
Columbia*	Columbia Athenæum	1852	.....	.....	.....	F.	Soc	5,000
Culleoka	Culleoka Reading Club ..	1887	O.	.....	.....	S.	Soc	1,700
Fullens*	Warren College .....	.....	.....	C.	.....	.....	Col	1,300
Hiwassee College ..	Hiwassee College Library ..	1849	.....	C.	B.	S.	Col	2,670
Huntingdon	Southern Normal University.	.....	.....	C.	.....	S.	Col	1,200
Jackson	Institute Library	1845	.....	C.	.....	F.	Sch	4,500
Jackson	Jackson Free Library Association.	1886	R.	C.	B.	Both.	Gen	1,000
Jackson*	Southwestern Baptist University.	1874	.....	C.	.....	F.	Col	3,000
Knoxville	Knoxville College	1875	.....	C.	B.	F.	Col	2,500
Knoxville	Lawson McGhee Memorial Library.	1885	O.	R. Sub.	B.	Both.	Gen	8,137
Knoxville	University of Tennessee Library.	1807	.....	C.	B.	F.	Col	6,180
Lebanon	Cumberland University Library.	1842	.....	C.	B.	F.	Col	8,000
Lewisburg	Lewisburg Institute Library.	1883	.....	C.	B.	F.	Sch	3,000
Lexington*	Lexington Academy .....	.....	.....	C.	.....	.....	Sch	1,000
McKenzie	Bethel College	1849	.....	C.	R.	F.	Col	1,000
McMinnville*	Cumberland Female College	1855	.....	C.	.....	F.	Col	2,000
McMinnville*	Library Association	1876	.....	.....	.....	S.	Gen	1,500
Maryville	Freedmen's Normal Institute.	.....	.....	C.	.....	.....	Sch	1,250
Maryville	Maryville College	1819	.....	C.	B.	F.	Col	12,000
Memphis	Christian Brothers' College.	1872	.....	C.	R.	S.	Col	2,900
Memphis*	Maurelian Literary Club.	1874	.....	.....	.....	S.	Col. soc ..	1,253
Memphis*	Le Moyne Normal Institute.	.....	.....	C.	.....	.....	Sch	1,314
Memphis	Le Moyne Public Library ..	1872	.....	.....	.....	F.	Gen	2,220
Memphis	Memphis Bar and Law Library Association.	1874	.....	C.	R.	S.	Law	10,000
Memphis	Odd Fellows' Public Library.	1877	O.	C.	B.	F.	I. O. O. F..	3,500
Mossy Creek	Carson and Newman College Library.	1853	.....	.....	B.	S.	Gen	2,000
Nashville	Central Tennessee College.	1866	.....	C.	B.	S.	Col	2,600
Nashville*	Fisk University	1870	.....	C.	.....	.....	Col	4,075
Nashville*	Howard Library	1886	.....	.....	.....	F.	Gen	3,000
Nashville*	Masonic Library Association.	1881		C.		S.	Mas	1,885
Nashville	Roger Williams University Library.	1865		C.	B.	S.	Col	4,325

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10	11	12	13	14	15	16	17	18	19	20
1,200					\$500					J. W. Maud, president.
500										H. L. Winslow.
500	711					\$225		\$225	\$15,000	H. H. Swain, librarian.
	500									Robert Price, librarian.
200										T. S. Mitchell, librarian.
330	130								10,000	Thos. P. Canener, librarian.
500										
600		60						200		Mrs. Geo. M. Dugan, member of executive committee.
500										
450										
300	10	60	500	200				10		J. S. McCulloch.
	897		10,700	6,348		3,450		682	30,000	Mary L. Davis, librarian.
2,000	319					600	\$20,000	500		T. C. Karns, librarian.
2,000										G. D. Mullendore.
	500	200	500	2,500						Horace Merritt.
75	10									T. H. M. Hunton, president.
2,000	400	250	1,500	2,000		300		300		Prof. Samuel T. Wilson.
2,000	400	300								Brother John.
	28		602			17		53		Miss Esther A. Barnes, librarian.
	196							721		Thomas Flanagan, secretary and librarian.
1,600	150	90	2,794						40,000	Miss L. D. Powell, librarian.
3,500		25	100							Edmund C. Turrett, librarian.
740	58	70	700	1,000		68		85		M. W. Dogan.
300										
200	250	400	850					70		Wm. M. Bennett, librarian.

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1	2	3	4	5	6	7	8	9
<i>Tennessee—Cont'd.</i>								
Nashville.....	Tennessee State Library...	1854	O.	T.	R.	F.	Gen.....	30,000
Nashville.....	University of Nashville, Peabody Normal College.	1806	.....	C. T.	R.	F.	Col.....	11,000
Nashville.....	Vanderbilt University Library.	1875	.....	C.	B.	F.	Col.....	13,000
Nashville.....	Ward Seminary.....	.....	.....	C.	R.	F.	Sch.....	1,000
Nashville.....	Y. M. C. A. Library.....	1875	O.	C.	B.	F.	Y. M. C. A.	4,000
Pulaski.....	Martin Female College.....	.....	.....	C.	.....	S.	Col.....	1,200
Rugby.....	Hughes Free Public Library.	1883	O.	C.	B.	S.	Gen.....	6,785
Sewanee.....	University of the South Library.	1869	.....	C.	B.	F.	Col.....	27,547
Shelbyville.....	Eakin Library.....	1881	.....	.....	B.	S.	Gen.....	1,000
Spencer.....	Burrit College, Calliopean and Philomathean Societies.	1848	.....	.....	B.	S.	Col. soc...	1,000
Tusculum.....	Greenville and Tusculum College.	1865	.....	C.	R.	F.	Col.....	7,000
Tusculum*.....	Society Libraries (3).....	.....	.....	.....	.....	S.	Col. soc...	3,000
Washington College.	Washington College.....	.....	.....	C.	.....	.....	Col.....	1,200
Winchester*.....	Mary Sharp College.....	.....	.....	C.	.....	S.	Col.....	1,038
<i>Texas.</i>								
Austin*.....	Deaf and Dumb Institution.	1881	.....	.....	.....	F.	Sch.....	1,000
Austin.....	Supreme Court Library.....	1846	.....	T.	.....	F.	Law.....	10,000
Austin.....	University of Texas.....	1883	.....	T.	B.	F.	Col.....	8,000
Belton.....	Baylor Female College.....	.....	.....	C.	.....	S.	Col.....	2,000
Brackettville, Fort Clark.	Post Library.....	.....	.....	T.	B.	F.	Gar.....	1,193
Brownsville.....	Church Library.....	1853	.....	.....	.....	F.	Gen.....	4,000
Brownwood.....	Howard Payne College.....	.....	.....	C.	.....	S.	Col.....	1,000
College Station...	Agricultural and Mechanical College of Texas.	1875	.....	C.	.....	B.	Col.....	4,000
Comanche*.....	Comanche College.....	.....	.....	C.	.....	F.	Sch.....	3,116
Fort Clark.....	Post Library.....	.....	.....	.....	.....	F.	Gar.....	1,694
Fort Davis*.....	Post Library.....	.....	.....	T.	.....	F.	Gar.....	1,634
Galveston.....	Galveston Public Library..	1882	R.	T.	B.	F.	Gen.....	7,650
Galveston.....	St. Mary's University.....	.....	.....	C.	.....	S.	Col.....	2,500
Georgetown.....	Southwestern University...	1873	.....	C.	B.	F.	Col.....	1,000
Georgetown.....	San Jacinto Literary Society.	1876	.....	.....	B.	S.	Col. soc...	1,200
Houston.....	Houston Lyceum Library..	1854	.....	C.	.....	.....	Soc.....	3,900
Huntsville.....	Huntsville Prison Library..	1881	.....	T.	.....	F.	A. & R....	3,450
Huntsville.....	Sam Houston Normal Institute.	1879	.....	C.	.....	.....	Sch.....	8,000
Huntsville.....	Peabody Memorial Lib'y.....	1882	.....	T.	B.	F.	Sch.....	3,000
Marshall.....	Wiley University.....	1873	.....	C.	B.	F.	Col.....	1,300
Rio Grande*.....	Post Library, Ringgold Barricks.	1842	.....	T.	.....	F.	Gar.....	1,500
San Antonio.....	Literary and Scientific Association.	1885	.....	C.	R.	.....	Soc.....	3,000
Sherman.....	Austin College Library.....	1851	.....	C.	R.	F.	Col.....	5,500
Sulphur Springs..	Central College.....	1883	.....	C.	B.	S.	Col.....	1,000
Tehuacana.....	Trinity University Library.	1869	.....	C.	R.	F.	Col.....	2,000
Thorps Spring....	Add Ran Christian University.	.....	.....	C.	.....	S.	Col.....	1,700
Waco*.....	Baylor University.....			C.			Col.....	2,500
Weatherford.....	Weatherford High School..			T.		F.	Sch.....	1,400

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10	11	12	13	14	15	16	17	18	19	20
.....	2,000	150						\$1,000		Mrs. Louise Williams, librarian.
3,000	1,000	200		50,000		\$1,200		1,000		Elizabeth R. Clark, librarian.
8,000	568	68				900		950		Wm. J. Vaughn, librarian
300	150	100				78				B. H. Charles, president.
.....										E. S. McYadden, general secretary.
.....	90		1,815			92			\$2,000	M. S. Percival.
10,000	547	500								Benj. W. Wells.
100	7	10	800	500		40		40		Mary C. Evans, manager of library.
500	40	35	1,500	1,250		225		50		W. S. Grave, A. M.
500										T. S. Rankin, secretary and treasurer.
.....										
.....										
.....	10,000	1								Chas. S. Morse, clerk.
.....	500		3,000	1,200				3,500		Jas. B. Clark, librarian.
15			3,168	1,040				1,250		Charles Hermann.
100										
1,000	150	1,000	1,827	750		300		250		T. C. Bittle, librarian.
1,200	450	150	19,662	500		60		400		Mrs. M. C. Felton, librarian.
100										
500	50									
800	40	150				165		65		William Scotio Fleming, critic.
1,986						89				
600		87	6,400					250		W. L. Kennedy, chaplain and librarian.
.....	500									
1,000	400				1,000			1,000		H. C. Pritchell, principal.
.....										P. A. Cool, president.
.....										M. Linder.
2,000	1,100	150		50		25		75		
300	400	100				100		600		D. F. Eagleton, librarian.
300	100	40		600		95	\$100	85		E. M. Thomas.
300										B. D. Cockrill, president.

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1	2	3	4	5	6	7	8	9
<i>Utah.</i>								
Provo City.....	Brigham Young Academy..	1875		C.	R.	F.	Sch.....	1,001
Salt Lake City*...	City Library	1850		T.		F.	Gen.....	5,000
Salt Lake City.....	Firemen's Library	1872	.....	Sub.	R.	.....	Soc.....	1,000
Salt Lake City*...	Masonic Public Library....	1877	.....	.....	.....	Both.	Gen.....	6,821
Salt Lake City.....	Odd Fellows' Library	1874	.....	.....	C.	S.	I. O. O. F..	2,200
Salt Lake City.....	Pioneer Library Association.	1877	R.	.....	B.	Both.	Gen.....	8,525
Salt Lake City*...	Spencer Smith Library, St. Mark's School.	1870	.....	C.	.....	F.	Sch.....	1,446
Salt Lake City.....	University of Utah.....	1874	.....	T.	R.	F.	Col.....	8,000
Salt Lake City*...	Utah Library	1852	.....	.....	.....	F.	Gen.....	4,000
<i>Vermont.</i>								
Barre.....	Goddard Seminary Library	1870	.....	C.	B.	F.	Sch.....	1,680
Bennington.....	Bennington Free Library ..	1865	O.	.....	B.	F.	Gen.....	5,000
Bradford	Bradford Public Library ...	1880	.....	.....	B.	F.	Gen.....	1,985
Bradford	Merrill Library	1859	.....	C.	B.	F.	Sch.....	2,090
Brandon*	Ladies' Book Club	1869	.....	.....	.....	S.	Soc.....	1,050
Brattleboro.....	Free Library.....	1882	.....	T.	B.	F.	Gen.....	8,450
Brattleboro.....	Vermont Asylum for the Insane.	1870	.....	T.	C.	.....	A. & R....	2,000
Burlington	Fletcher Free Library	1873	O.	End.	B.	F.	Gen.....	25,000
Burlington*	Parish Library, First Unitarian Church.	1823	.....	.....	.....	F.	Gen.....	1,350
Burlington	University of Vermont and State Agricultural College Library.	1791	.....	T.	B.	S.	Col.....	43,374
Burlington	Vermont Episcopal Institute.	1854	.....	C.	B.	.....	Sch.....	2,300
Cavendish.....	Fletcher Free Library	1870	.....	End.	B.	F.	Gen.....	5,000
Cornwall*	Lane Library Association..	1860	.....	.....	.....	F.	Gen.....	1,200
Danville.....	Ladies' Library Association.	1879	.....	C.	B.	S.	Gen.....	1,100
Fairfax.....	New Hampton Institution.	1852	.....	C.	B.	F.	Sch.....	2,900
Felchville.....	Association of Reading	1865	R.	.....	C.	.....	Gen.....	1,000
Grafton*	Public Library.....	1858	.....	.....	.....	F.	Gen.....	1,200
Hartford.....	Hartford Library	1892	O.	.....	B.	F.	Gen.....	1,200
Johnson	Normal School Library	1867	.....	C.	.....	F.	Sch.....	2,000
Lunenburg	Cuttings Library.....	1866	O.	.....	B.	F.	Gen.....	14,000
Manchester*	Philomathic Library, Burr & Burton Seminary.	.....	.....	.....	.....	.....	Sem. soc..	1,000
Middlebury.....	Ladies' Library Association	1866	R.	.....	B.	S.	Gen.....	3,005
Middlebury.....	Middlebury College Library.	1800	.....	C.	B.	F.	Col.....	16,500
Middlebury.....	Sheldon Art Museum Library.	1881	O.	C.	B.	F.	Art.....	4,000
Montpelier	Alumni Library of Vermont Methodist Seminary.	1883	.....	.....	B.	F.	Sch.....	1,000
Montpelier*	Montpelier Public Library.	1886	.....	.....	.....	S.	Gen.....	3,600
Montpelier*	Union School.....	.....	.....	.....	.....	.....	Sch.....	3,000
Montpelier*	Vermont State Library.....	1825	.....	T.	R.	F.	Gen.....	26,089
Montpelier	Washington County Grammar School.					F.	Sch.....	2,950
Newbury*	Newbury Seminary	1834		C.		F.	Sch.....	1,200

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10	11	12	13	14	15	16	17	18	19	20
573	70	85			\$1,800			\$100		M. M. McKendrick, librarian.
600	20	20								R. S. Conner, secretary fire department and librarian.
300	50	17	5,500	2,300				40		H. T. Hopkins.
	213		1,072		1,000			765		Christopher Diehl, secretary and librarian.
4,000	600	500	5,000	3,700						G. Q. Coray, librarian.
200	100							125		A. W. Peirce, librarian.
	221		2,300					275		Mrs. M. B. Kinsley, librarian.
	53						\$1,000	39		Mrs. M. Josephine Jenkins, librarian.
	90		1,800	200		\$150	2,500	100		D. B. Locke, principal.
	800		18,316		1,200		15,000	500	\$22,000	A. C. Davenport, treasurer and trustee.
350	140									S. E. Lawton.
	648	278	46,387		2,200	160	10,000	1,121		Sarah C. Hagar.
	2,580		4,170				50,000	2,900	150,000	H. A. P. Torrey, librarian.
2,500										H. H. Ross, principal.
	100				175	120	120	120		E. G. White, librarian.
	225	75	2,500			75	200	197		Mrs. J. B. Mattocks, treasurer.
250	4	12	100	100						A. G. Cox, principal.
						9				Mrs. M. A. Davis, trustee.
			1,300			5,000		100		C. M. Cone, treasurer of trustees.
800	150	50				90		90		A. H. Campbell, PH. D., principal.
3,000								300	2,000	
	200							275		Emma L. Higley, librarian.
1,200	200	100						500		C. B. Wright, librarian.
5,000	315	675						100		Henry L. Sheldon, librarian.
100	3	10	220			10		10		E. A. Bishop, principal.
	650				800		800	800		Thomas L. Wood, assistant librarian.

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1	2	3	4	5	6	7	8	9
<i>Vermont—Cont'd.</i>								
Newbury	Newbury Village Library Association.	1868		Sub.		S.	Gen	1,088
Northfield	Norwich University Library.	1844	.....	C.	B.	F.	Col	4,405
Norwich	Norwich Library Association.	1800	O.	.....	C.	S.	Gen	1,600
Peacham	Juvenile Library Association.	1810	R.	.....	B.	S.	Gen	1,397
Post Mills Village	Peabody Library	1866	O.	.....	B.	S.	Gen	4,602
Poultney	Troy Conference Academy.	1836	.....	C.	.....	F.	Sch	2,492
Proctorsville	Branch Fletcher Town Library.	1870	R.	T.	B.	F.	Gen	1,929
Proctorsville	Proctorsville Library	1858	R.	Sub.	S.	S.	Gen	1,390
Randolph	State Normal School	1850	.....	C.	.....	F.	Sch	1,000
Rutland *	Rutland Free Library	1886	.....	.....	.....	F.	Gen	4,000
Rutland	Rutland High School .....	.....	.....	T.	.....	F.	Sch	1,200
St. Albans	Vermont Central R. R. Library Association.	1856	.....	.....	C.	S.	Gen	2,700
St. Johnsbury	St. Johnsbury Athenæum ..	1871	O.	.....	B.	F.	Gen	12,534
Saxtons River ...	Vermont Academy Library.	1876	.....	C.	B.	F.	Sch	1,500
Springfield *	Town Library	1871	.....	.....	.....	F.	Gen	4,105
Strafford *	Harris Library	1856	.....	.....	.....	F.	Gen	2,062
Thetford	Latham Memorial Library.	1876	O.	C.	B.	.....	Gen	2,600
Vergennes *	Vergennes Library	1876	.....	.....	.....	S.	Gen	22,220
Waterbury Centre.*	Green Mountain Seminary.	1868	.....	C.	.....	F.	Sch	1,200
Williamstown	Williamstown Social Library.	1801	.....	.....	.....	.....	Social	2,440
Windsor	Windsor Library Association.	1882	.....	.....	C.	F.	Gen	6,435
Woodstock	Norman Williams Public Library.	1885	O.	.....	C.	F.	Gen	7,389
<i>Virginia.</i>								
Abingdon	Enterpean Literary Society Library.	1870	.....	.....	C.	S.	Col. Soc ...	2,000
Abingdon	Martha Washington College.	.....	.....	C.	.....	S.	Col	2,000
Abingdon	Stonewall Jackson Institute Library.	.....	.....	C.	B.	F.	Sch	1,500
Alexandria	Alexandria Library	1794	.....	.....	.....	S.	Gen	5,000
Alexandria	St. Johns Academy Library.	1849	.....	C.	B.	S.	Sch	1,100
Ashland	Randolph Macon College Library.	1830	.....	C.	R.	F.	Col	8,000
Bellevue	Bellevue High School .....	.....	.....	.....	.....	.....	Sch	5,000
Bethel Academy*.	Lee Literary Society, Bethel Academy.	1872	.....	.....	.....	S.	Soc	1,200
Blacksburg	Virginia Agricultural and Mechanical College.	1872	.....	C.	R.	F.	Sci	2,000
Charlottesville* ..	Pantops Academy .....	.....	.....	C.	.....	.....	Sch	2,000
Christiansburg* ..	Montgomery Female College.	.....	.....	C.	.....	.....	Col	1,000
Crozèt *	Miller Manual Labor School.	.....	.....	C.	.....	.....	Sch	1,000
Danville	Roanoke Female College. ..	.....	.....	C.	.....	S.	Col	2,000
Emory	Emory and Henry College ..	1837	.....	C.	B.	S.	Col	8,000
Emory *	Calliopean Society .....	.....	.....	.....	.....	S.	Col. Soc ...	2,000
Emory *	Hermesian Society	1839	.....	.....	.....	S.	Col. Soc ...	7,000
Fort Monroe	Artillery School, U. S. A ...	1824	O.	T.	B.	F.	Sch	5,900

of over 1,000 volumes—Continued.

Number of unbound pamphlets.	Number of bound volumes added during 1891.	Number of unbound pamphlets added during 1891.	Number of volumes issued for home use.	Number of volumes issued for use within the library.	Amount received from taxation, 1891.	Amount received from other sources.	Amount of permanent endowment.	Amount expended for books in 1891.	Value of building.	Librarian or reporting officer.
10	11	12	13	14	15	16	17	18	19	20
2,140	38		950			\$252		\$25		Mrs. F. F. Atkinson, secretary.
						190		95		Edson L. Whitney, PH. D., acting librarian.
60	65	60					\$1,049	49		Mary J. Davis, librarian.
500	1,000	75	2,600	780		17	2,000	100	\$2,500	Mrs. C. E. Sargeant, librarian.
	20									Harvey Dodge, librarian.
	44		2,928							O. H. Dunton, principal.
200	1,425	25	375			15				W. P. Bowman, librarian.
										Martha S. Taylor, clerk.
			700			75	1,000			A. Coate, president.
	221		17,068			2,300		400		Louise S. Bartlett, librarian.
	200					125		150		Geo. A. Williams, principal.
							2,000			Miss Margaret Fletcher, librarian.
	21		1,200					25		George Becket.
1,000	327	115	8,114	1,000	\$350	275		292		Rev. Edward A. Goddard, librarian and trustee.
	566	100	12,762			2,630		290	33,000	Mrs. O. B. Jaquith, librarian.
						50				S. N. Barker, president.
	35						500	50		Miss Kate M. Hunt, principal.
300		50	200							Jno. M. Casey, librarian.
300	1,000	300				200	2,000	350		Richard Irby, librarian.
										W. P. Abbot, principal.
500	300	200						350		J. M. McBryde, president.
500	400			200		250		150		Prof. Willoughby Reade, librarian.
300	226	40	1,100	9,300				321		W. L. Alexander, Capt. and C. S., U. S. A., librarian.

Public libraries in the United States

State and post-office.	Name of library.	Founded.	Own or rent building.	How supported: Taxation, rent, corporation, fees.	Circulating, reference, or both.	Free or subscription.	Class: General, theological, school, college, society, medical, law, etc.	Number of bound volumes.
1	2	3	4	5	6	7	8	9
<i>Virginia—Cont'd.</i>								
Fort Monroe.....	Post Library.....	1868	O.	T.	B.	F.	Gen.....	1,900
Glade Spring*.....	Southwest Virginia Institute.	.....	.....	C.	.....	S.	Sch.....	1,200
Hampden Sidney.....	Hampden Sidney College ..	1783	.....	C.	.....	F.	Col.....	2,200
Hampden Sidney.....	Philanthropic Society ..	1805	.....	.....	B.	F.	Col. Soc...	3,000
Hampden Sidney *.....	Union Society.....	1789	.....	.....	.....	S.	Col. Soc...	3,600
Hampden Sidney *.....	Union Theological Seminary.	1825	.....	.....	.....	S.	Theol.....	12,400
Hampton.....	Normal and Agricultural Institute.	1868	.....	C.	B.	F.	Sch.....	5,900
Hollins.....	Hollins Institute.....	.....	.....	C.	.....	S.	Sch.....	1,500
Lexington*.....	Franklin Society and Library Co.	1816	.....	.....	.....	S.	Gen.....	7,000
Lexington.....	State Library, Virginia Military Institute.	1839	.....	.....	R.	F.	Col.....	14,000
Lexington.....	Washington and Lee University Library.	1796	.....	C.	R.	F.	Col.....	25,000
National Soldiers' Home.	National Soldiers' Home, Southern Branch.	1871	.....	T.	B.]	F.	Gen.....	7,947
Norfolk.....	Norfolk Law Library Association.	1884	R.	C.	B.	S.	Law.....	2,000
Norfolk.....	Norfolk Library association.	1870	.....	C.	.....	S.	Gen.....	6,000
Norfolk*.....	Webster Scientific and Literary Institute.	.....	.....	C.	.....	.....	Sch.....	3,000
Petersburg.....	Petersburg Benevolent Mechanics' Association.	1868	O.	C.	B.	F.	Soc.....	6,432
Petersburg*.....	Southern Female College ..	1862	.....	C.	.....	.....	Col.....	5,000
Petersburg.....	Y. M. C. A. Library.....	1875	R.	.....	.....	.....	Y. M. C. A.	2,000
Richmond*.....	Academy of the Visitation.	.....	.....	C.	.....	.....	Sch.....	1,567
Richmond.....	Grand Lodge of Virginia, A. F. A. M., Library.	1840	.....	C.	B.	F.	Mas.....	1,500
Richmond.....	Richmond College Library.	1832	.....	C.	B.	F.	Col.....	11,382
Richmond.....	Richmond Theological Seminary Library.	1868	.....	C.	B.	F.	Theol.....	3,882
Richmond.....	State Law Library.....	1823	.....	.....	.....	F.	Law.....	9,429
Richmond.....	Virginia Historical Society.	1831	.....	.....	R.	S.	Hist.....	13,000
Richmond.....	Virginia State Library.....	1823	.....	T.	R.	F.	Gen.....	50,000
Richmond.....	Y. M. C. A. Library.....	1860	.....	C.	B.	S.	Y. M. C. A.	6,500
Salem.....	Roanoke College Library...	1853	.....	C.	B.	S.	Col.....	18,000
Staunton.....	Augusta County Law Library Association.	1852	.....	.....	.....	S.	Law.....	1,600
Staunton.....	Virginia Female Institute ..	1843	.....	.....	.....	F.	Sch.....	1,000
Staunton.....	Y. M. C. A. Library.....	1874	O.	C.	B.	S.	Y. M. C. A.	2,500
Taylorsville *.....	Hanover Academy.....	.....	.....	C.	.....	F.	Sch.....	1,800
Theological Seminary.	Protestant Episcopal Theological Seminary Library.	1823	.....	C.	R.	F.	Theol.....	18,000
University Station	University of Virginia.....	1819	.....	C.	B.	F.	Col.....	45,000
University Station	Leander McCormick Observatory.	1882	.....	End.	R.	.....	Sci.....	1,100
Williamsburg*....	College of William and Mary.	1693	.....	C.	.....	F.	Col.....	7,000
<i>Washington.</i>								
Dayton.....	Dayton Library Association.	1882	R.	.....	B.	Both.	Gen.....	1,071
Olympia.....	Tacoma Library.....	1866	O.	.....	C.	S.	Gen.....	1,500
Olympia.....	Washington State Library.	1856		F.	R.	F.	Gen.....	16,021
Seattle*.....	City Library.....	1872				S.	Gen.....	3,000

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10	11	12	13	14	15	16	17	18	19	20
200	10	30	700	400		\$100				Jno. W. Pullman, Capt., A. Q. M., and librarian.
.....	25	25	200			75				William Sommerville, li- brarian.
.....	760		5,180			159	\$787	\$166		Leonora E. Herron, libra- rian.
.....	500	1,000	1,100					175		Thom. M. Semmes, libra- rian.
5,000	300	400	2,500					500	\$25,000	Benj. F. Wade, librarian.
.....	646	124	41,600	1,825						Julien Brieren, librarian.
.....	150	1,000				600	10,000	408		J. Sydney Smith, librarian.
.....	115		6,033					125		
.....	316		1,956					502		Wm. H. Baxter, secretary.
100	35	25								C. S. Donance, acting sec- retary.
2,000	200	500	250	30				600		Wm. B. Isaacs, jr., D. G. secretary.
300	342	100	3,462	1,500		1,300	19,000	563		C. H. Ryland, D. D., libra- rian.
400	350	50	900	100		75	2,175	25		Geo. Rice Hovey, libra- rian.
2,000	128	135								
.....	1,000							313		Charles Poindexter, act- ing librarian.
.....	2,000	150						100		A. Candlish, general secre- tary.
5,000	300	200	2,100			70		70	7,000	
.....										
1,000	200		4,200			100		100		Mrs. J. E. B. Stuart. Taylor McCoy, general secretary.
.....	300						8,000		8,000	Joseph Packard, dean.
10,000	500	300	3,761	1,000				900		Wm. M. Thornton, LL. D., chairman of faculty.
900	75	150								Ormond Stone, director.
.....										
700	41	60	1,229	400		465		40		S. M. Karvick, librarian.
.....	50						15,000	23		W. S. Kellogg, librarian.
1,432	3,293	504				9,340				E. D. Moore, librarian.

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1	2	3	4	5	6	7	8	9
<i>Washington—Continued.</i>								
Seattle.....	University of Washington ..	1882		T.	B.	F.	Col	3,139
Spokane.....	Union Library	1891	R.	T. sub.	B.	S.	Gen	1,500
Tacoma.....	Mason Public Library						Gen	10,000
Vancouver*	Holy Angel's College			C.			Col	1,000
Walla Walla*.....	St. Paul's School	1875				F.	Sch	1,500
Walla Walla*.....	Whitman College	1882		C.		Both.	Col	3,775
<i>West Virginia.</i>								
Bethany.....	Bethany College Library...	1841		C.	B.	F.	Col	3,000
Charleston*.....	State Library	1863					L.....	6,000
Charleston.....	West Virginia Historical and Antiquarian Society.	1890		T.	R.	F.	Hist.....	4,496
Harpers Ferry.....	Storer College, Roger Williams Library.	1868		C.	B.	F.	Sch	4,000
Morgantown.....	West Virginia University Library.	1867		C.	B.	S.	Col	5,000
Romney*	Literary Society of Romney.	1819				S.	Soc	2,000
Wheeling.....	Public Library.....	1882	R.	T.	B.	F.	Gen	12,484
<i>Wisconsin.</i>								
Appleton.....	Lawrence University, Appleton Library.	1854		C.	B.	F.	Col	12,638
Appleton.....	Ryan High School.....			T.	B.	F.	Sch	1,100
Beaver Dam*	Wayland University			C.			Sch	2,000
Beaver Dam.....	Williams Free Library.....		O.	T.	B.	F.	Gen	4,461
Beloit	Beloit College Library	1847		C.	B.	S.	Col	17,200
Black River Falls.	City Library.....	1883		T.		F.	Sch	1,800
Boscobel.....	High School Library.....			T.	B.	F.	Sch	1,300
Delavan	Wisconsin School for the Deaf.	1852		T.	B.	S.	A. & R ...	1,863
De Pere	Salmon Public Library.....		R.	C.	B.	S.	Gen	1,050
Eau Claire.....	Public Library and Reading Room.	1876	R.	T.	B.	F.	Gen	3,436
Edgerton.....	High School.....			T.		F.	Sch	1,200
Fond du Lac.....	Public Library.....	1877	R.	T.	B.	F.	Gen	12,000
Fox Lake.....	Downer College.....	1855		C.	R.	F.	Col	1,444
Franklin	Mission House Library	1862		C.	B.	F.	Theol.....	4,800
Galesville	Gale College Library.....	1859		C.	R.	F.	Col	2,000
Hudson.....	Ladies' Library Association.	1874	R.	Sub.	B.	S.	Gen	1,500
Janesville.....	Public Library.....	1882	R.	T.	B.	F.	Gen	7,000
Janesville.....	Wisconsin School for the Blind.	1850	R.	T.	B.	F.	Sch.....	2,400
Kewaunee.....	Kewaunee Library Association.	1876	R.	C.	C.	S.	Gen	1,297
La Crosse.....	La Crosse Public Library ..	1888	O.	End.	B.	F.	Gen	11,500
La Crosse.....	Young Men's Library Association.	1868				S.	Gen	4,547
Madison.....	Department of Public Instruction Library.	1848		T.	R.		Gen	3,600
Madison.....	Free Library.....	1875		T.	B.	F.	Gen	11,823
Madison*	High School.....			T.		F.	Sch.....	1,000
Madison.....	Luther Seminary Library..	1876				F.	Theol.....	1,000
Madison.....	State Historical Society of Wisconsin.	1854		T.	R.	F.	Hist.....	72,000
Madison.....	University of Wisconsin Library.	1850		T.	B.	F.	Col	22,800

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10	11	12	13	14	15	16	17	18	19	20
1,500 500	290	100	1,140 14,400	2,000	\$500 1,500			\$200		Claire Gatch, librarian. Mrs. G. M. Smith.
2,350										
500										A. C. Pendleton librarian.
1,128	4,000	900			1,000	\$300		500		Virgil A. Lewis, secretary.
1,000	450									May Brackett, librarian.
500	600	200	1,945					1,841		Clara Hough, librarian.
	844		57,320	11,586	5,431			942		A. B. Wilson.
300	414	50	3,601			684	\$10,000	426		Zelia A. Smith, librarian.
150	35		802		75					O. H. Ecke, principal.
625 5,000	531 776	45 500	15,517 3,400	10,000	981	685	10,000	485 1,100	\$25,000 26,000	M. J. Doolittle, librarian. Chas. A. Bacon, librarian.
	150				250	370		410		M. A. Lien, city clerk.
200	20	30	800	500	40			40		L. L. Lightcap.
500	110	40						100		Jno. W. Swiler, superintendent and steward.
	75		8,500			275		75		Frances Durham, president library association.
	292		25,506	15,000	2,000			500		Jessie F. Hoyt, librarian.
	700		22,000		1,800			1,090		Jas. W. Hiner, secretary.
	290					500		500		L. M. Prescott, librarian.
200	181		685					19		Prof. J. W. Grosshuesch.
500	20	75								Rev. F. A. Dalrymple, president.
										E. M. Richardson.
200	300	50	31,300 75		2,000 178					H. L. Shavlem, librarian. Emma M. Williams, librarian.
						10				O. H. Martin, librarian.
	427		39,019				50,000		20,000	Annie E. Hanscome, librarian.
1,250					150			150		O. E. Wells, State superintendent.
	669		32,512		2,500				834	Sophie M. Lewis, librarian and secretary.
75,000	3,037	2,195			11,500		26,000	3,600		Reuben G. Thwaites, secretary.
3,500	2,445							3,000	40,000	Walter M. Smith, librarian.

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1	2	3	4	5	6	7	8	9
<i>Wisconsin—Con'd.</i>								
Madison	University of Wis.—Con. Woodman Astronomical Library.	1882		T.	R.	F.	Sci.....	2,300
Madison	Wisconsin State Library...	1836	.....	T.	R.	F.	Gen.....	24,735
Manitowoc	Jones Library Association.	1868	O.	.....	B.	S.	Gen.....	2,000
Marshfield*	St. Lawrence College.....	.....	.....	C.	.....	.....	Col.....	1,750
Mendota.....	Wisconsin State Hospital for Insane.	1860	.....	T.	R.	F.	A. & R....	2,000
Milton.....	Milton College, Daniel Babcock Library.	1867	R.	C.	B.	F.	Col.....	2,781
Milwaukee.....	Concordia College.....	1887	.....	C.	B.	F.	Col.....	1,500
Milwaukee*	Franklin Square Library...	1885	.....	.....	.....	S.	Gen.....	1,100
Milwaukee*	German and English Academy.	1853	.....	C.	.....	F.	Sch.....	1,000
Milwaukee*	Grand Lodge, F. and A. M..	1843	R.	C.	R.	S.	Mas.....	1,500
Milwaukee*	High School.....	.....	.....	T.	.....	F.	Sch.....	1,881
Milwaukee*	Lutheran Theological Seminary of the Synod of Wisconsin.	1864	.....	.....	.....	.....	Theol.....	1,300
Milwaukee	Marquette College Library.	1881	.....	C.	B.	S.	Col.....	9,000
Milwaukee*	Mayer's Commercial College.	.....	.....	C.	.....	.....	Col.....	2,081
Milwaukee	Milwaukee College.....	.....	.....	C.	.....	.....	Col.....	3,136
Milwaukee	Milwaukee Gymnastic Association.	1853	O.	Sub.	R.	F.	Social.....	1,983
Milwaukee	Milwaukee Law Library Association.	1860	.....	C.	B.	S.	Law.....	4,025
Milwaukee	National German-American Teachers' Seminary and German-English Acad'y.	1851	.....	C.	.....	F.	Sch.....	1,000
Milwaukee	Northwestern Branch N. H. D. V. S., Milwaukee County, Wis.	1865	O.	T.	B.	F.	Soc.....	5,765
Milwaukee	Public Library.....	1878	O.	T.	B.	F.	Gen.....	61,111
Milwaukee	Public Museum Library...	1883	.....	.....	.....	.....	Sci.....	2,350
Milwaukee*	Public School Library.....	.....	.....	.....	.....	F.	Sch.....	4,137
Milwaukee	Public School Teachers' Library.	1874	.....	T.	B.	F.	Sch.....	1,329
Milwaukee*	St. Mary's Institute.....	.....	.....	C.	.....	.....	Sch.....	1,500
Milwaukee*	Turnverein, Milwaukee....	1855	.....	.....	.....	F.	Social.....	1,475
Monroe.....	High School.....	.....	.....	T.	.....	F.	Sch.....	2,700
Mt. Calvary.....	St. Lawrence College Library.	1856	O.	C.	C.	S.	Col.....	1,070
Nashotah.....	Nashotah House Theological Seminary.	1847	O.	C.	R.	F.	Theol.....	10,000
Oshkosh.....	Oshkosh Library Association.	1860	R.	T.	C.	S.	Gen.....	5,000
Oshkosh.....	State Normal School.....	1871	.....	T.	B.	F.	Sch.....	1,900
Platteville.....	Wisconsin State Normal School.	1866	.....	C.	.....	.....	Sch.....	7,000
Platteville.....	Young Men's Library Association.	1868	.....	.....	.....	S.	Gen.....	1,400
Prairie du Chien..	Sacred Heart College Library.	1880	.....	C.	R.	F.	Col.....	3,900
Racine.....	High School Library.....	.....	.....	.....	.....	.....	Sch.....	1,100
Racine.....	McMurphy Home School Library.	1877	.....	T. sub.	R.	F.	Sch.....	2,200
Racine.....	Racine College Library.....	1853	.....	C.	R.	F.	Col.....	10,000
Racine.....	Y. M. C. A. Library.....	1882	O.	C.	B.	F.	Y. M. C. A.	1,100
Ripon	Ripon College.....	1863		C.	B.	S.	Col.....	6,735
Ripon	Ripon Library Association.	1882	R.	C.	B.	S.	Gen.....	1,400

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10	11	12	13	14	15	16	17	18	19	20
3,000						\$453	\$6,500			Geo. C. Comstock, director.
	875				\$2,000			\$2,000		John R. Berryman, librarian.
			5,000			50				C. B. Frost, librarian.
	30		1,000							Edwin P. Taylor.
	175							22		Edwin Shaw.
400	160	50					400	300		Carl F. Huth, librarian.
5,000	100	1,000								John W. Laflin, secretary.
1,000	400	100	3,000	2,000				400		V. Putten, S. J., acting librarian.
	400	60	1,000					25		H. F. Sontag, librarian.
								500		W. W. Wight, librarian.
500	200					175		175		Emil Dapprich.
	17		5,765	6,000				66	\$10,526	Cornelius W. Buter.
6,000	6,940	540	155,644		28,346			8,745	150,000	Theresa H. West, acting librarian.
2,041	193	167			10,548			121		H. Nehrling, custodian.
	6		263		150			20		Geo. W. Peckham, superintendent public schools.
40	30	20	500			50		50		Rev. Fr. Camillus.
	900									Walter R. Gardun.
1,000										K. M. Hutchinson, custodian.
	2,136				1,300			1,100		
	100					150		150		E. Steppen, S. J.
										H. G. Winslow, superintendent city schools.
200	50	25			17	50		67		Rev. J. G. McMurphy.
3,000	6	12		13,000				3		
			600	150						T. E. Anderson, general secretary.
10,100	140	500	1,408			65		65	9,000	A. H. Tolman, librarian.
300	460	60						321		E. Ensign, librarian.

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1	2	3	4	5	6	7	8	9
<i>Wisconsin—Con'd.</i>								
River Falls	Normal School Library	1875		T.	B.	F.	Sch.....	2,500
St. Francis	Provincial Seminary of St. Francis of Sales.	1856	.....	C.	R.	F.	Sch.....	13,000
Sheboygan.....	Business Men's Association	1885	.....	T. sub.	B.	F.	Soc.....	3,010
Sheboygan.....	High School.....	.....	.....	T.	.....	F.	Sch.....	2,500
Sinsinawa*	Library of St. Thomas Aquinas.	1840	.....	.....	.....	S.	Theol.....	1,000
Sparta	Free Library.....	1861	R.	T.	B.	F.	Gen.....	2,687
Stevens Point.....	High School.....	.....	.....	T.	.....	F.	Sch.....	1,300
Stevens Point*.....	Library Association.....	1868	.....	.....	.....	S.	Gen.....	1,200
Watertown.....	Northwestern University Library.	1865	.....	C.	B.	F.	Col.....	3,100
Watertown.....	Sacred Heart University...	1875	.....	C.	B.	F.	Col.....	2,000
Waukesha.....	Carroll College.....	1846	.....	C.	B.	F.	Col.....	1,000
Waukesha*.....	Wisconsin Industrial School for Boys.	1867	.....	C.	.....	S.	Sch.....	1,060
Waupun.....	Public Library.....	1858	.....	C.	B.	S.	Gen.....	4,540
Waupun*.....	State Prison.....	1872	.....	.....	.....	F.	A. & R....	1,100
Whitewater	High School.....	.....	.....	T.	.....	F.	Sch.....	1,300
Whitewater	State Normal School	1868	.....	T.	B.	F.	Sch.....	2,500
Winnebago.....	Northern Hospital for the Insane.	1873	.....	T.	B.	F.	A. & R....	2,034
<i>Wyoming.</i>								
Cheyenne.....	Wyoming State Law Library.	1869	.....	T.	B.	F.	Law.....	14,000
Laramie	Public Library.....	1880		T.	B.	F.	Gen.....	3,000
Laramie	University of Wyoming Library.	1887		T.	R.	F.	Col.....	2,300

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10	11	12	13	14	15	16	17	18	19	20
1,000	50 70	40						\$100		Very Rev. Joseph Rainer.
						\$50		143		George Heller, secretary board of education.
260	201	70	4,000		\$55			300		Kittie Hill, librarian.
500	100	74						163		J. H. Ott, librarian.
1,200	750	425	1,500	500				500		T. H. Corbett, c. s. c. Walter L. Rankin, principal.
	200		2,307	200				200		Edwin Hillyer, librarian.
500	200		3,874					175		Albert Salisbury, president.
100	10							53		William F. Wegge.
3,000	1,000	1,100	2,500							John Slaughter, librarian.
1,000								500		Mrs. Etta Roach.

PUBLIC LIBRARIES OF THE DOMINION OF CANADA.

Place.	Name.	When founded.	Kind.	How supported.
<i>British Columbia.</i>				
Victoria	Law Society	1873	Law	Subscription
Victoria	Public Library	1889	Public	Grant
Victoria	Legislative Library	1871	Parliamentary	Grant
Westminster	Public Library	a1862	Public	Grant
<i>Manitoba and North-west.</i>				
Regina	Northwest Government Library.	1888	Parliamentary....	By vote of legislative assembly.
Winnipeg	Isbister	1883	University	Historical Society
Winnipeg	Law Society of Manitoba.	1877	Law	By fees
Winnipeg	Provincial Library of Manitoba.	1870	Parliamentary....	Legislature of Manitoba.
Winnipeg	Manitoba College Library.	1872	University	Contributions
<i>New Brunswick.</i>				
Fredericton	Law Library of Brunswick.	.....	Law	Subscription
Fredericton	Legislative Library of New Brunswick.	About 50 yrs. ago.	Parliamentary....	Provincial grant
Fredericton	University of New Brunswick.	1800	College	Grant
St. John	Free Public Library	1883	Public	Taxation
St. John	St. John Law Society ..	1878	Law	Subscription
Sackville	Mount Allison College.	1850	College	Grant
<i>Nova Scotia.</i>				
Antigonish	St. Francis Xavier College Library.	1854	College	By college
Halifax	Dalhousie College Library.	1861	College and law...	Fees
Halifax	Dalhousie Law School Library.	1883	Law	Fees and donations...
Halifax	Legislative Library	1859	Parliamentary....	Grant
Halifax	Citizens' Free Library ..	1864	Public	Grant
Wolfville	Acadia College .....	.....	College	Grant
<i>Ontario.</i>				
Ailsa Craig	Mechanics' Institute .....	.....	.....	.....
Almonte	Mechanics' Institute .....	.....	.....	.....
Alton	Mechanics' Institute .....	.....	.....	.....
Arkona	Mechanics' Institute .....	.....	.....	.....
Arnprior	Mechanics' Institute .....	.....	.....	.....
Arthur	Mechanics' Institute .....	.....	.....	.....
Aurora	Mechanics' Institute .....	.....	.....	.....
Aylmer	Mechanics' Institute .....	.....	.....	.....
Ayr	Mechanics' Institute .....	.....	.....	.....
Baden	Mechanics' Institute .....	.....	.....	.....
Barrie	Mechanics' Institute .....	.....	.....	.....
Beeton	Mechanics' Institute .....	.....	.....	.....
Belleville	Mechanics' Institute .....	.....	.....	.....
Berlin	Public Library .....	.....	.....	.....
Bolton	Mechanics' Institute .....	.....	.....	.....
Bowmanville	Mechanics' Institute .....	.....	.....	.....
Bracebridge	Mechanics' Institute .....	.....	.....	.....
Brampton	Mechanics' Institute .....	.....	.....	.....
Brantford	Public Library .....	.....	.....	.....
Brantford	Grant Law Library Association	.....	.....	.....
Brighton	Mechanics' Institute .....	.....	.....	.....
Brockville	Mechanics' Institute .....	.....	.....	.....
Brussels	Mechanics' Institute .....	.....	.....	.....
Caledonia	Mechanics' Institute .....	.....	.....	.....
Campbellford	Mechanics' Institute .....	.....	.....	.....
Carleton Place	Mechanics' Institute			

aRefounded 1892.

of over 1,000 volumes.

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Yes.....	Ref.....	1,225					W. H. Wootton.
No.....	Both.....	6,500	200	650	50		James McGregor.
No.....	Ref.....	1,200					W. Atkins.
No.....	Cir.....	1,100		299			Julian W. Peacock.
Open to members of legislative assembly.	Both.....	2,150	140	1,000	85		Kate Hayes.
Free only to members of University.	Both.....	4,000					E. Jackson.
No.....	Ref.....	4,600					W. A. Taylor.
Free on receipt of Speaker's card.	Ref.....	11,248	3,517	391	400		J. P. Robertson.
Free to attendants only.		5,170	200	427	43		Prof. Andrew B. Baird, B. D.
Yes.....	Ref.....	2,200					W. W. Sheel.
Yes.....	Both.....	12,400	No data	200	No data		H. G. O. Wetmae.
No.....	Ref.....	4,000					W. F. Stockley, M. A.
No.....	Both.....	9,000	180	538	12		Catherine Martin.
Yes.....	Ref.....	2,614					G. C. Coster.
No.....	Ref.....	4,500					S. W. Hunton.
Yes.....	Both.....	2,100	200	100	50		E. W. Connolly.
Yes.....	Both.....	5,000	200	200			Archibald MacMechan.
Free to students..	Ref.....	6,000		100			A. H. R. Fraser.
No.....	Both.....	12,200	8,700	303	189		F. Blake Crofton.
No.....	Both.....	10,000		767			Miss C. J. Warren.
No.....	Ref.....	3,850					A. E. Coldwell, M. A.
		1,849				39	
		1,421				133	
		1,567				209	
		1,100				113	
		1,109				96	
		2,011				159	
		1,316				168	
		2,072				47	
		3,155				154	
		1,058				217	
		3,646				156	
		1,088				207	
		3,382				265	
		3,562					
		1,077				107	
		2,286				161	
		1,346				22	
		2,066				147	
		8,977					
		1,500					A. E. Watts.
		1,367				66	
		3,523				802	
		1,599				82	
		1,609				203	
		2,339				116	
		1,153				229	

Place.	Name.	When found- ed.	Kind.	How supported.
<i>Ontario—Continued.</i>				
Chatham	Public Library			
Cheltenham	Mechanics' Institute			
Claude	Mechanics' Institute			
Clinton	Mechanics' Institute			
Cobourg	Mechanics' Institute			
Colborne	Mechanics' Institute			
Collingwood	Mechanics' Institute			
Drayton	Mechanics' Institute			
Dundas	Mechanics' Institute			
Dunnville	Mechanics' Institute			
Durham	Mechanics' Institute			
Elmira	Mechanics' Institute			
Elora	Mechanics' Institute			
Embro	Mechanics' Institute			
Ennotville	Mechanics' Institute			
Exeter	Mechanics' Institute			
Fenelon Falls	Mechanics' Institute			
Fergus	Mechanics' Institute			
Fonthill	Mechanics' Institute			
Forest	Mechanics' Institute			
Galt	Mechanics' Institute			
Garden Island	Mechanics' Institute			
Georgetown	Mechanics' Institute			
Glencoe	Mechanics' Institute			
Goderich	Mechanics' Institute			
Grimsby	Mechanics' Institute			
Guelph	Ontario Agricultural College.	1876	College	Government
Guelph	Public Library			
Guelph	Wellington Law Association.	1886	Law	Grant and contribu- tions.
Hamilton	Hamilton Ladies' College.	1860	College	College
Hamilton	Hamilton Law Association.	1879	Law	Grant and fees
Hamilton	Public Library	1889	Public	Grant
Harriston	Mechanics' Institute			
Hespeler	Mechanics' Institute			
Ingersoll	Mechanics' Institute			
Kincardine	Mechanics' Institute			
Kingston	Mechanics' Institute			
Kingston	Queen's College and University.	1842	College	Contributions
Kingston	Royal Military College		College	Grant
Lindsay	Lindsay Law Association.	1885	Law	Grant and subscrip- tions.
Lindsay	Mechanics' Institute			
London	Middlesex Law Association.	1879	Law	Grant and subscrip- tion.
London	Mechanics' Institute			
London	Western University		College	Grant
Lucan	Mechanics' Institute			
Markham	Mechanics' Institute			
Meaford	Mechanics' Institute			
Merrickville	Mechanics' Institute			
Midland	Mechanics' Institute			
Milton	Mechanics' Institute			
Mitchell	Mechanics' Institute			
Mount Forest	Mechanics' Institute			
Napanee	Mechanics' Institute			
New Hamburg	Mechanics' Institute			
Niagara	Mechanics' Institute			
Niagara Falls	Mechanics' Institute			
Norwich	Mechanics' Institute			
Oakville*	Mechanics' Institute			
Orangeville	Mechanics' Institute			
Orillia	Mechanics' Institute			
Oshawa	Mechanics' Institute			
Ottawa	Carleton Law Association.	1888	Law	Fees and grant
Ottawa	Archives	1872	Historical	
Ottawa	Dominion Law Library	1880	Law	Grant
Ottawa	Geological Survey Department.	1843		Dominion Parliament
Ottawa	Library of Parliament		Parliamentary	Grant

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		3,715					
		1,373				191	
		1,138				6	
		2,297				163	
		1,151				171	
		1,975				135	
		3,799				229	
		1,162				82	
		5,506					
		1,524				116	
		2,179				34	
		1,040				354	
		7,033				147	
		2,596				311	
		1,695				111	
		2,221				229	
		1,627				222	
		3,086				155	
		1,309				248	
		1,507				135	
		4,084				151	
		3,722				249	
		1,229				3	
		1,249				98	
		2,699				142	
		3,589				202	
No.		5,762		125			J. H. Panton.
		6,563					
Yes	Ref	1,175		20			A. H. Macdonald.
No	Both	1,500	500	150	50		Rev. A. Burns, D. D.
Yes	Ref	2,562	200	131			Miss G. C. Counsell.
No	Both	16,515	1,210	1,938	260		R. T. Lancefield.
		2,560			141		
		1,905				150	
		2,406					
		3,162				180	
		5,626				347	
No	Both	20,000		460			Adam Shortt.
No	Ref	1,400					
Yes	Ref	1,000		37			G. H. Hopkins.
		2,025				193	
Yes	Both	2,059		137			C. G. Jarvis.
		3,857				163	
	Ref	4,200					
		1,333				131	
		1,231				115	
		1,541				206	
		1,711				35	
		1,277				205	
		3,384				264	
		2,193				95	
		1,713				138	
		2,225					
		1,066					
		3,271					
		3,289					
		2,328					
		1,678					
		1,712					
		2,388					
		1,356					
Yes	Ref	1,003		126			James M. Baldwin.
No	Ref	7,000					Douglas Brymner.
No	Ref	14,000	1,400	1,400	140		H. H. Bligh.
No	Ref	9,000	3,600	250	300		J. Thorburn, LL. D.
No	Both	150,000	3,000	5,000	1,500		M. T. Griffin and C. De Celles.

Place.	Name.	When found- ed.	Kind.	How supported.
<i>Ontario—Continued.</i>				
Ottawa.....	Literary and Scientific Society.	1853	.....	Grant and fees.....
Ottawa.....	University of Ottawa..	1850	University.....	.....
Ottawa.....	Young Men's Christian Association.	1867	.....	Subscriptions and be- quests.
Owen Sound.....	Mechanics' Institute...	.....	.....	.....
Paisley.....	Mechanics' Institute...	.....	.....	.....
Paris.....	Mechanics' Institute...	.....	.....	.....
Penetanguishene.....	Mechanics' Institute...	.....	.....	.....
Perth.....	Mechanics' Institute...	.....	.....	.....
Peterboro.....	Law Association.....	1880	Law.....	Fees and grants.....
Peterboro.....	Mechanics' Institute...	.....	.....	.....
Point Edward.....	Mechanics' Institute...	.....	.....	.....
Port Elgin.....	Mechanics' Institute...	.....	.....	.....
Port Hope.....	Mechanics' Institute...	.....	.....	.....
Prescott.....	Mechanics' Institute...	.....	.....	.....
Preston.....	Mechanics' Institute...	.....	.....	.....
Renfrew.....	Mechanics' Institute...	.....	.....	.....
Richmond Hill.....	Mechanics' Institute...	.....	.....	.....
Ridgetown.....	Mechanics' Institute...	.....	.....	.....
St. Catherine's.....	Public Library.....	.....	.....	.....
St. Thomas.....	Elgin Law Library As- sociation.	.....	.....	.....
St. Thomas.....	Public Library.....	.....	.....	.....
Scarboro.....	Mechanics' Institute...	.....	.....	.....
Seaforth.....	Mechanics' Institute...	.....	.....	.....
Simcoe.....	Free Library.....	1868	Free.....	Grant.....
Smiths Falls.....	Mechanics' Institute...	.....	.....	.....
Southampton.....	Mechanics' Institute...	.....	.....	.....
Stouffville.....	Mechanics' Institute...	.....	.....	.....
Stratford.....	Mechanics' Institute...	.....	.....	.....
Strathroy.....	Mechanics' Institute...	.....	.....	.....
Streetsville.....	Mechanics' Institute...	.....	.....	.....
St. George.....	Mechanics' Institute...	.....	.....	.....
St. Marys.....	Mechanics' Institute...	.....	.....	.....
Teeswater.....	Mechanics' Institnte...	.....	.....	.....
Thamesville.....	Mechanics' Institute...	.....	.....	.....
Thorold.....	Mechanics' Institute...	.....	.....	.....
Toronto.....	Canadian Institute.....	1849	.....	Grant and subscription
Toronto.....	Knox College.....	1844	College.....	Endowment.....
Toronto.....	Legislative Library of Ontario.	1867	Law and medical.....	Appropriation.....
Toronto.....	Library of the Educa- tion Department, On- tario.	1855	.....	Ontario legislature...
Toronto.....	Library of Trinity Col- lege.	1852	College.....	Fees.....
Toronto.....	McMaster University..	1881	University.....	Funds and contribu- tions.
Toronto.....	Ontario Medical Library	1887	Medical.....	Stock subscriptions...
Toronto.....	Public Library.....	1883	Public.....	Municipal taxation...
Toronto.....	St. Michael's College...	1860	College.....	Funds and contribu- tions.
Toronto.....	School of Practical Science.	1885	College.....	Appropriation.....
Toronto.....	University of Toronto Library.	.....	College.....	Endowment.....
Toronto.....	Wycliffe College Library	1879	College.....	Grant.....
Toronto.....	York Law Association.	1885	Law.....	Grant and fees.....
Trenton.....	Mechanics' Institute...	.....	.....	.....
Uxbridge.....	Mechanics' Institute...	.....	.....	.....
Waterloo.....	Public Library.....	.....	.....	.....
Welland.....	Mechanics' Institute...	.....	.....	.....
Weston.....	Mechanics' Institute...	.....	.....	.....
Whitby.....	Mechanics' Institute...	.....	.....	.....
Whitby.....	Ontario Law Association	1880	Law.....	Fees.....
Wingham.....	Mechanics' Institute...	.....	.....	.....
Woodstock.....	Woodstock College.....	1860	College.....	McMaster University.
Woodstock.....	Mechanics' Institute...	.....	.....	.....
Wroxeter.....	Mechanics' Institute...	.....	.....	.....
<i>Prince Edward Island.</i>				
Charlottetown.....	Law Library.....	1876	Law.....	Contributions.....
Charlottetown.....	Legislative Library....	1848	Parliamentary.....	

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Yes.....	Both.....	2,500	300	75			J. Ballantyne.
.....	Ref.....	30,900	14,500	262	105		Henri Lacoste.
Yes.....	Both.....	1,875		800			F. T. Fedarto.
.....	.....	2,981	.....	.....	.....	489	.....
.....	.....	1,908	.....	.....	.....	.....	.....
.....	.....	5,392	.....	.....	.....	259	.....
.....	.....	2,487	.....	.....	.....	198	.....
.....	.....	2,839	.....	.....	.....	158	.....
Yes.....	Ref.....	1,154	12	38	1	.....	E. B. Edwards.
.....	.....	5,956	.....	.....	.....	306	.....
.....	.....	2,032	.....	.....	.....	188	.....
.....	.....	1,747	.....	.....	.....	125	.....
.....	.....	2,787	.....	.....	.....	126	.....
.....	.....	3,001	.....	.....	.....	163	.....
.....	.....	4,481	.....	.....	.....	162	.....
.....	.....	2,149	.....	.....	.....	90	.....
.....	.....	1,493	.....	.....	.....	181	.....
.....	.....	2,509	.....	.....	.....	149	.....
.....	.....	6,206	.....	.....	.....	.....	Miss Robertson.
.....	.....	5,346	.....	.....	.....	.....	.....
.....	.....	2,997	.....	.....	.....	137	.....
.....	.....	3,936	.....	.....	.....	204	.....
No.....	Both.....	3,700	450	104	30	.....	Jas. Hobb.
.....	.....	3,295	.....	.....	.....	.....	.....
.....	.....	1,655	.....	.....	.....	165	.....
.....	.....	2,053	.....	.....	.....	178	.....
.....	.....	4,640	.....	.....	.....	150	.....
.....	.....	3,495	.....	.....	.....	215	.....
.....	.....	2,244	.....	.....	.....	112	.....
.....	.....	2,512	.....	.....	.....	159	.....
.....	.....	4,219	.....	.....	.....	166	.....
.....	.....	1,487	.....	.....	.....	161	.....
.....	.....	1,238	.....	.....	.....	344	.....
.....	.....	3,219	.....	.....	.....	3	.....
Yes.....	Both.....	5,000	3,000	200	2,000	.....	R. W. Young.
No.....	Both.....	12,000	2,000	292	50	.....	W. A. J. Martin.
No.....	Both.....	70,000	.....	500	.....	.....	Wm. Houston.
No.....	Ref.....	5,000	1,000	100	50	.....	J. G. Hodgins.
Yes.....	Both.....	12,000	100	491	.....	.....	Herbert Symond, M. A.
No.....	Both.....	8,500	500	.....	.....	.....	A. H. Newman.
No.....	Both.....	3,000	.....	500	.....	.....	N. A. Powell, M. D.
No.....	Both.....	67,834	2,962	5,121	478	.....	James Bain, jr.
No.....	Both.....	6,800	1,000	.....	.....	.....	J. R. Teehy.
No.....	Ref.....	1,000	.....	150	.....	.....	D. Fingland.
Yes.....	Ref.....	37,272	5,000	12,262	.....	.....	H. H. Langton.
No.....	Both.....	8,000	.....	400	.....	.....	H. J. Cody.
Yes.....	Ref.....	2,070	300	231	40	.....	Ada M. Read.
.....	.....	1,187	.....	.....	.....	135	.....
.....	.....	3,972	.....	.....	.....	.....	.....
.....	.....	4,901	.....	.....	.....	.....	.....
.....	.....	2,567	.....	.....	.....	104	.....
.....	.....	1,190	.....	.....	.....	172	.....
.....	.....	1,946	.....	.....	.....	89	.....
Yes.....	Ref.....	1,150	100	50	30	.....	L. J. Barclay.
.....	.....	1,217	.....	.....	.....	175	.....
No.....	Both.....	3,000	1,000	100	150	.....	J. J. Bates.
.....	.....	4,385	.....	.....	.....	171	.....
.....	.....	2,035	.....	.....	.....	228	.....
Free to the bar ...	Ref.....	2,200	.....	330	.....	.....	A. G. Bremner.
No.....	Both.....	3,000	.....	500	.....	.....	W. H. Crosskill.

Place.	Name.	When found- ed.	Kind.	How supported.
<i>Quebec.</i>				
L'Assomption	L'Assomption College .	1833	College	By college and gifts ..
Lennoxville	Bishop's College		College	By college and gifts ..
Montreal	Advocates' Library	^a 1828	Law	Subscription
Montreal	Congregational College.	No data.	College	Contributions
Montreal	Diocesan Theological College Library.	1881	College	Contributions
Montreal	Fraser Institute	1885	Public	Contributions
Montreal	Horticultural Society Library.	1876	Free .....	.....
Montreal	Jacques Cartier Normal School Library.	1857	College	By institution
Montreal	McGill College	1855	College, law and medical.	Contributions
Montreal	McGill Medical College.	.....	University and medical.	.....
Montreal	McGill Normal School Library.	1858	College	By institution
Montreal	Mechanics' Institute ...	1839	General	Subscription
Montreal	Montreal College Li- brary.	1800	College	By institution
Montreal	Natural History Society.	1857	Scientific	Subscription
Montreal	Presbyterian College ...	1869	College	College funds
Montreal	Young Men's Christian Association.	1851	.....	Subscriptions
Montreal	Wesleyan Theological College Library.	1873	College	Contributions
Nicolet	Nicolet College Library.	1803	College	College and subscrip- tion.
Quebec	Library of Department of Public Instruction.	1868	.....	By department
Quebec	Laval University Li- brary.	1663	College, law and medical.	By Quebec Seminary .
Quebec	Literary and Historical Society.	1824	.....	Grant and subscrip- tion.
Quebec	Legislature of Quebec Library.	1867	Parliamentary ...	Grant
Quebec	Bar Library	1840	Law	By the bar
Quebec	Bibliotheque des Ou- vriers.	1890	Free	Grant
Quebec	College de Sainte Anne de la Pocatiere.	1829	College	By college
Quebec	College of St. Hyacinthe.	.....	College	By college
Sherbrooke	Library and Art Union.	1882	Mechanics' Insti- tute.	Subscription
Three Rivers	Seminaire de Trois Ri- vierès.	1860	College	Subscription

^a Refounded 1840.

of over 1000 volumes—Continued.

Is fee charged?	Circulating or reference.	No. of volumes to end of 1891.	No. of pamphlets to end of 1891.	No. of vols. added in 1891.	No. of pamphlets added in 1891.	Volumes purchased 1890-'91.	Name of librarian or secretary.
Yes.....	Ref.....	10,000	2,000	1,500	250	.....	Ad. Bérard, Ptre.
No.....	Ref.....	7,500	.....	.....	.....	.....	Prof. Smith.
Yes.....	Ref.....	15,500	.....	.....	.....	.....	A. D. G. Lisle.
No.....	Both.....	4,725	200	95	.....	.....	Edward M. Hill.
No.....	Both.....	2,250	350	250	50	.....	C. C. Waller, B. A.
No.....	Both.....	30,000	.....	280	.....	.....	E. Malcomson.
No.....	Ref.....	1,000	.....	.....	.....	.....	E. J. Maxwell.
No.....	Ref.....	11,600	500	160	80	.....	R. A. B. Verreau, Ptre.
No.....	Both.....	46,000	.....	2,000	.....	.....	H. Gould.
No.....	.....	14,000	.....	.....	.....	.....	F. I. Shepherd.
.....	Both.....	2,400	.....	200	.....	.....	Miss L. B. Robins, B. A.
Yes.....	Both.....	10,000	.....	.....	.....	.....	F. Laliberte.
No.....	Ref.....	46,000	1,000	150	.....	.....	.....
No.....	Ref.....	5,700	.....	.....	.....	.....	T. A. Beaudry.
No.....	Both.....	9,056	3,023	451	100	.....	John Seringer, D. D.
Yes.....	Both.....	2,698	.....	.....	.....	.....	F. D. Patton.
No.....	Both.....	2,800	500	91	50	.....	W. M. Patton, D. D.
No.....	Ref.....	20,000	200	75	.....	.....	J. A. J. Douville.
No.....	Both.....	9,500	.....	100	200	.....	George W. Parmelee.
Free to students..	Both.....	100,000	.....	1,000	.....	.....	Thos. E. Hamel.
Yes.....	Both.....	16,000	8,000	204	352	.....	F. C. Wurtele.
No.....	Both.....	40,000	10,000	4,000	5,000	.....	N. E. Dionne.
Annual subscrip- tion.	Ref.....	11,000	1,000	500	50	.....	O. Marticotte.
No.....	Ref.....	1,500	600	500	400	.....	E. Castel.
Yes.....	Both.....	11,000	3,000	600	400	.....	D. Pelletier.
Free to students..	Ref.....	20,000	500	200	30	.....	C. P. Choquette.
Yes.....	Both.....	3,052	200	292	.....	.....	Mary L. Wilson.
No.....	Ref.....	5,800	.....	.....	.....	.....	.....

[Whole Number 202]

BUREAU OF EDUCATION.
CIRCULAR OF INFORMATION NO. 8, 1893.

THE SPELLING REFORM.

BY

FRANCIS A. MARCH, LL. D., L. H. D.,

*Professor of the English Language and Comparative Philology, Lafayette College,
Easton, Pa.; President of the Spelling Reform Association.*

A REVISION AND ENLARGEMENT OF THE AUTHOR'S
PAMPHLET PUBLISHED BY THE U. S.
BUREAU OF EDUCATION IN 1881.

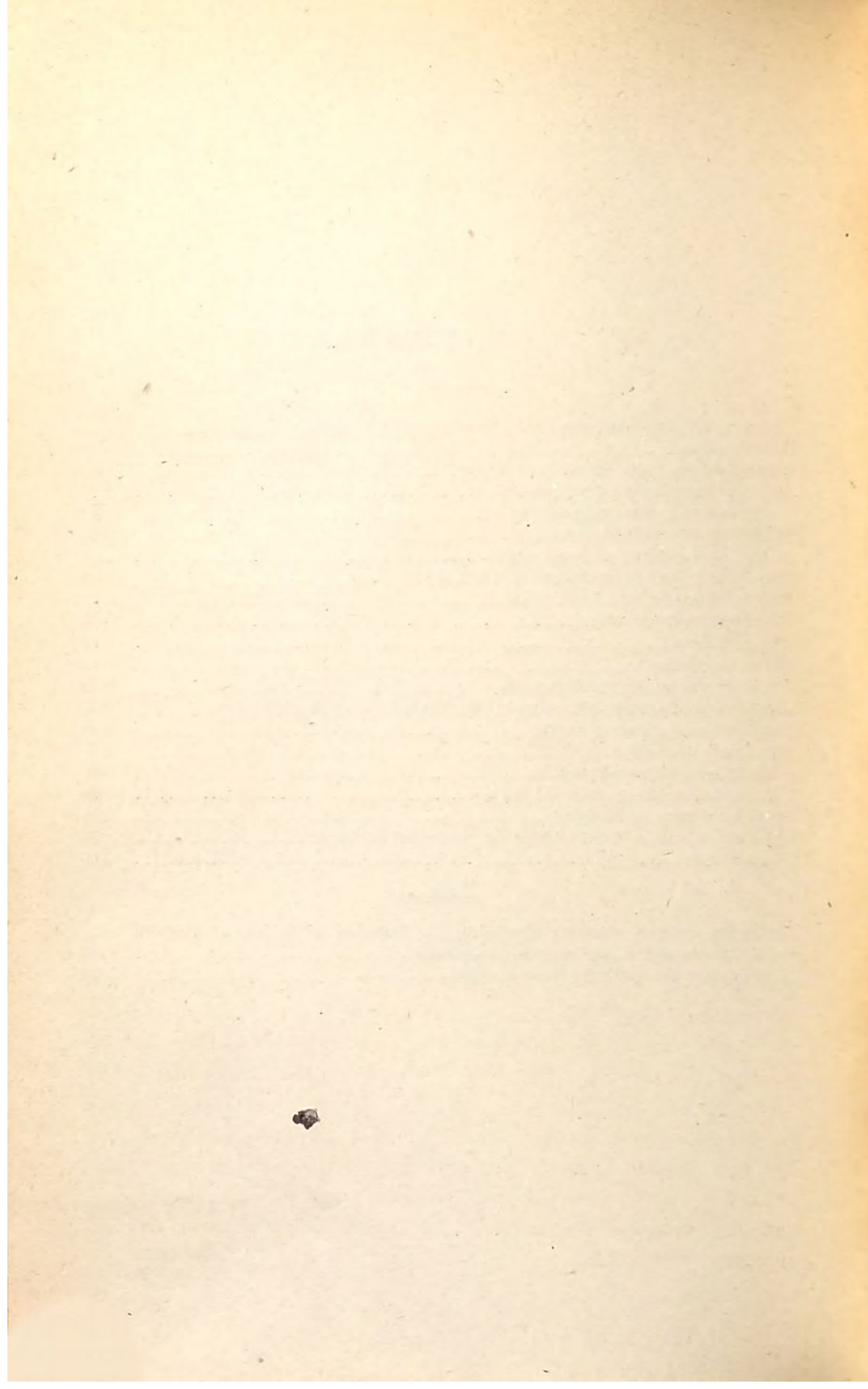
WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1893.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., July 7, 1893.

SIR: I have the honor to present herewith for publication a revised edition of a circular of information on the subject of the spelling reform. It is prepared by the eminent Anglo-Saxon scholar and philologist Prof. F. A. March, of Lafayette College, Easton, Pa. Inasmuch as Prof. March is the president of the Spelling Reform Association, it is natural to expect that this circular will be found entirely favorable to the proposed reform. But, doubtless, as in all cases of proposed change, there are arguments on both sides, for and against change. The fact that a system exists and is in use is a strong conservative argument. On the other hand the arguments in favor of a change are in the present instance many in number, and some of them are entitled to careful consideration.

The irregularities of English spelling are too well known to need more than brief mention. According to Mr. A. J. Ellis, the distinguished specialist in the pronunciation of Old English, the letter *a* is used to represent eight different sounds; *e*, eight; *i*, seven; *o*, twelve; *u*, nine; *y*, three. Twenty-one consonants have seventy sounds, averaging three and a third apiece; but while there is much difficulty in determining the proper pronunciation from the spelling it is still more difficult to ascertain the proper letters with which to represent the spoken word. The sound of *e* in *be* has no less than forty equivalents in the language; *a* in *mate* has thirty-four. Mr. Ellis has shown that the single word *scissors*, which is composed of six elementary sounds (*s*, short *i*, *z*, short *u*, *r*, and *z*), could be spelled in a vast number of ways; for example, the person familiar with the words *schism*, *sieve*, *myrrh*, *visor*, *scourge*, *suffice*, might spell the word scissors *schiesourrhce*. The fact that one is never quite sure of the pronunciation of a new printed word he has only heard pronounced and not seen in print is sufficient to prove the illogical and capricious character of English spelling.

In the last century Dr. Franklin wrote a paper on the subject that is marked with his eminent good sense. In the first half of the present century Noah Webster, the pioneer of American lexicographers, repeatedly urged the same reform. To him is due the fact that American spelling differs slightly from the spelling in England in such words as honor and traveler.

If, however, the spelling reform were merely a matter of logical consistency its claims would not entitle it to much attention. The strong ground is that of saving the time of those who have to learn how to write the language and read it, and a saving of expense to all who have to buy or make books. One-sixth of the population of the country is foreign born or from foreign-born parents. The importance of an easy method of teaching reading to this class of our population is obvious. About 15 per cent of the cost of typesetting and of presswork and paper would be saved in books and periodicals if the reform were adopted.

The saving of time in learning to read and spell is a matter of even greater importance. Very few adults can write a long letter without making a mistake in the spelling of some word. Dr. Morrell, one of the English inspectors of schools, reports that out of 1,972 failures in the civil-service examinations in Great Britain, 1,866 candidates owed their failure to poor spelling. Dr. Hagar compiled the results of the examination in spelling of 1,000 candidates for admission for a State normal school in Massachusetts. They were proposing to become teachers, and yet these young women averaged only 80 per cent of correct spelling in the examination in that branch. Upon an average one word in five was misspelled. This indicates fairly the obstacle in the way of scholarship. In order to attain to a high degree of excellence in spelling many years must be devoted to study and practice in writing the difficult words of the language, and a corresponding amount of time taken from studies in science and history and literature.

Experiments have been made in different parts of the country since 1845 to ascertain the amount of time required to learn to read the English language when printed in a phonetic alphabet. The average results have shown that about two years may be saved in learning to read by the phonetic method. These two years are taken from the time which might be given by children to learning history, geography, science, and literature, and it is worthy of mention that the president of Harvard University, who has investigated the rate of progress on

the part of students in the high schools of France, finds them at a given age, say fourteen or sixteen, to be two years in advance of American youth in regard to substantial studies in literature and science.*

In 1866, in St. Louis, an experiment was made with a modified alphabet invented by Dr. Edwin Leigh. The silent letters in the language were printed in hair-line type (skeleton type); the other letters were printed in type of a modified form, showing by the modification the sound of the letter used. This alphabet of modified letters amounted to some seventy or seventy-five characters, but when the sound of a character was once learned the child on seeing the letter again could be sure that it represented the same sound as before. Previous to the introduction of the new alphabet the children required a year to finish the First Reader and another year to finish the Second Reader. No child began the Third Reader before the third year. With the new alphabet two books were printed instead of one (a primer and a First Reader), doubling the amount of reading matter. One hundred and fifty primary teachers commenced teaching the books printed in Dr. Leigh's type at the beginning of the year, and in ten weeks' time all reported the primer finished and well learned. A second ten weeks finished the First Reader with similar thoroughness. In the second half-year the entire Second Reader was finished by many pupils and at least one-half of it by all. The bright pupils, who were promoted from class to class and not kept back for the dull pupils, were found to be able to complete in the first year the primer and First Reader in Leigh's type and the Second Reader and one hundred pages in the Third Reader in the ordinary spelling. This showed a saving from one and a half to two years in learning to read. It was found, moreover, that these children not only learned to read rapidly, but that they learned to spell the ordinary spelling much more correctly than other pupils. This was due to the fact that they noticed the silent letters more carefully. The children learned logical habits of analysis and were more intelligent in regard to the meaning of what they read than others. This system was used about twenty years under my observation, and is, I doubt not, still in use in St. Louis. It was noted that the children found learning to read so easy a task by Leigh's method that they took more pleasure in reading books and newspapers at home, and yet Leigh's system would be called a very difficult method of learning to read as compared with any perfectly phonetic alphabet; for the pho-

* See Proceedings of the National Association of Educational Superintendents, 1888.

netic alphabet for English should have only forty letters, while Leigh's alphabet had more than seventy. Leigh's alphabet was intended only as a transition alphabet, to be used in learning how to read the ordinary spelling. It was seen that the child could learn the forms of words by the phonetic system first and then recognize the words in their ordinary spelling by their general resemblance to the words printed phonetically.*

* By courtesy of the publishers, The American Book Company, I am enabled to present here a page of a reading book printed in Leigh type:

100 *Eclectic Primary Reader.*

and jump and frisk about as though he were very happy, as no doubt he is.

6. One day Dash came trotting up stairs with a fine large pear in his mouth.

7. He held it by the stem, and looked up at James, as much as to say, "Dear master, I have got something very nice for you."

8. James rose up in the bed, and reached out his hand for the pear. Dash gave it to him, and as James said, "Thank you, Dash," the dog barked, as much as to say, "You are very welcome," and bounded out of the room.

9. Is not Dash a fine dog? I am sure James will be kinder to him than ever when he gets well.

American children are thus weighted with the heavy load of learning the spelling of words written without regard to any consistent system. It is not strange that they are not able to make so rapid progress as German, French, and Italian children, who are taught consistent systems of orthography. It should be mentioned that the spelling of the Spanish, French, Italian, and German languages has been modified from time to time and simplified by national academies or commissions of learned men acting under government sanction.

The effect of the teaching of English spelling has been in all English-speaking nations to force the primary education into the work of verbal memorizing. In China a separate character of complicated shape must be learned for each word; hence Chinese learning is proverbial for the stress it lays upon verbal memory. Next to China among the nations stand the English-speaking nations as regards the stress which is laid upon verbal memory in school. All great educational reformers who have looked into the methods of instruction in English and American elementary schools have condemned the amount of memory work which they have found and called attention to the smaller amount of thinking and investigation which is secured by the training of the average elementary school, and it is claimed by some advocates of the spelling reform that this radical defect in our schools is occasioned solely by the irregularities of English spelling and the consequent severe labor of the child in acquiring a sufficient knowledge of the forms of words to enable him to read and write.

In the last generation when the English spelling reform began to be agitated it was contended by the scholars and directors of higher education that great advantage lay in the present mode of spelling; that our spelling preserves in each word some clew to the history of its adoption into the English language. More careful investigation on the part of philologists has, however, discovered that these historical clews do not so much relate to the true derivation of our words as to the attempts on the part of the schoolmasters of the seventeenth and eighteenth centuries to indicate by the form of spelling such derivations as were currently supposed to be historical. Scientific philology has found that a large proportion of the supposed derivations are unhistorical, and that a strictly phonetical spelling of the English language indicates the history of its words more accurately than does the ordinary spelling. The caprice of the Norman scribes who patched up the Anglo-Saxon language without any proper knowledge of its origin led to very absurd

combinations of letters to represent words which they were scarcely able to pronounce correctly. Prof. Max Müller, of Oxford, has said that "if our spelling followed the pronunciation of words it would in reality be of greater help to the critical students of language than the present uncertain and unscientific mode of writing." In this statement he is followed by the Philological Society of London. The American Philological Association has taken the same position in regard to the value of our present method of spelling and has declared a reform to be highly desirable. The names of Prof. March of Lafayette College, Profs. Whitney and Trumbull of Yale College, Prof. Child of Harvard College, and Prof. Haldeman of the University of Pennsylvania, stand side by side in the advocacy of this reform with the names of the great English scholars, Sayce, Murray (editor of the New English Dictionary), A. J. Ellis, Max Müller, Dr. Angus, Mr. Gladstone, and their coadjutors.

Notwithstanding this the selection and adoption of a phonetic alphabet is impossible by any agency known to the English-speaking people. The principle of local self-government prevails wherever Anglo-Saxon is spoken and there is a jealousy on the part of the people with regard to the use or usurpation of dictatorial powers; hence neither national nor international commissions can be expected that will decide upon the question of a particular alphabet and phonetic spelling. The method by which reforms are brought about in English-speaking countries is therefore that of a gradual process of growth; a very small item of reform is recommended and brought into usage by degrees.

The English and American Philological Societies, composed as they are of very conservative men, have united in recommending a few emendations to the present mode of spelling. The most important of these relates to the dropping of the silent *e* in words where it is at present misleading. There is something of logical reason in using the silent *e* at the end of words in order to indicate a long vowel in the same syllable. For example, we distinguish the short sound of *a* in *hat* from the long sound of *a* in *hate*, etc. But it is inconsistent with this reasonable usage of the silent *e* to place it at the end of words with short vowels; for instance, the word *live* with the short *i* should be spelled without the silent *e*. So of all those words ending in *tive* in which the *i* is short.

Proposing slight changes in spelling to make the present system of spelling more logical and more nearly phonetic, the Philological Society has, through its committees, taken great pains to prepare a few rules

which if adopted will advance the cause of phonetics a very much larger step than was made (through the influence of one man—Noah Webster) in the first half of this century. Other recommendations relate chiefly to the dropping of those silent letters which are not only useless but misleading in regard to the pronunciation like those mentioned, or in regard to derivation (etymology).

Some of the best new dictionaries are leading the way in this reform by giving the new spellings recommended by the Philological Society as alternatives. Of course all changes in spelling look odd at first and are more or less offensive to the eye. But a few years of familiarity with the new form of spelling entirely removes this objection. Such words as *music*, *physic*, and *public* were formerly spelled with a *k* (*musick*, *physick*, and *publick*), but the old spelling now looks as offensive to the eye as the new spelling looked fifty years ago.

In conclusion, I beg leave to refer to a symposium on "Simplified Spelling," held last winter under the auspices of the Anthropological Society, of Washington, and participated in by Messrs. F. A. March, A. R. Spofford, Alexander Melville Bell, John M. Gregory, W. B. Owen, E. T. Peters, Charles P. G. Scott, James C. Pilling, Benjamin E. Smith, W. D. Whitney, J. W. Powell, myself, and others. Mr. A. R. Spofford, Librarian of Congress, ably led the opposition to change in several papers abounding in learning and wit. The discussion excited much interest among the literary and scientific people of the capital, and the speeches and papers were published, several of them spelled according to the Ten Rules of the Philological Societies, in *The American Anthropologist* for April, 1893.

I have the honor to be, very respectfully, your obedient servant,

W. T. HARRIS,

Commissioner.

Hon. HOKE SMITH.

Secretary of the Interior.

THE SPELLING REFORM.

By Prof. FRANCIS A. MARCH.

A revision and enlargement of the author's pamphlet published by the U. S. Bureau of Education in 1881.

INTRODUCTION.

The students of the science of language, the filologists, have been for twenty years the most efficient promoters of the rational reform of spelling. The American Philological Association in 1874 consisted of 230 members (in 1893 it has 379), most of them professors of languages, including the most eminent professors in all our great universities and colleges. The Modern Language Association of America is composed mainly of professors of English, French, German and other modern languages in our universities and colleges, with officers from Harvard (James Russell Lowell was president at his death in 1891), Yale, Johns-Hopkins, Princeton, Columbia, the State universities of Michigan, Virginia, Texas, California, and the like.

The Philological Society, whose headquarters are in London, is also general headquarters for the experts in linguistic study in Great Britain, and especially, of late years, in the study of English. From them comes the Historical Dictionary of English, which is in progress of publication by the University of Oxford, the supreme achievement of our day in language studies. They counted among their members when they took their most important action on English spelling in 1882, Alexander J. Ellis, whose huge volumes upon early English pronunciation are the thesaurus of all investigators; F. J. Furnivall, esq., the founder and director of the Early English Text Society, the Chaucer, the New Shakespeare, the Browning Society; Dr. Murray, editor in chief of the great dictionary; R. Morris, of King's College; Kington-Oliphant; J. Peile, master of Christ College, Cambridge; A. H. Sayce, professor of filology at Oxford; H. Sweet, the head of all the students of Old English in Great Britain; W. W. Skeat, professor of Anglo-Saxon at Cambridge and author of the English Etymological Dictionary. These and their comrades are known to everyone as experts and authorities in language. It may be added that the spelling reform associations had

and hav among their officers and members many statesmen, literators, and scientists; Darwin and Tylor and Tennyson and Max Müller wer vice-presidents. W. E. Gladstone, Herbert Spencer, Senators Sumner, Stephens, and Marsh hav writn in favor of the reform.

These societies ar good authority for improvements in spelling, the rational authority for English-speaking men, as the French Academy has been for Frenchmen, and as other lerned academies hav been for other cuntries of Europe.

THE AMERICAN PHILOLOGICAL ASSOCIATION.

At the annual meeting of the American Philological Association in 1874, at Hartford, the president spoke in the opening address at sum length on the reform of English spelling. He said, among other things:

It is of no use to try to characterize with fitting epithets and adequate terms of ob-jurgation the monstrous spelling of the English language.

The time lost by it is a large part of the hole scool-time of the mass of men. Count the hours that each man wastes in lerning to read at scool, the hours which he wastes thru life from the hindrance to easy reading, the hours wasted at scool in lerning to spel, the hours spent thru life in keeping up and perfecting this knowledge of spelling, in consulting dictionaries, a work that never ends, the hours that he spends in writing silent letters; and multiply this time by the number of persons who speak English, and we shal hav a total of millions of years wasted by each generation. The cost of printing the silent letters of the English language is to be counted by millions of dollars for each generation. And yet literary amateurs fall in luv with these squintings and lispings. They try to defend them by pleading their advantage in the study of etymology. But a changeless orthografty destroys the material for etymological study, and writn records ar valuabl to the filologist just in proportion as they ar accurate records of speech as spoken from year to year.

Next year, 1875, at Newport, the subject was resumed by the president, Hon. J. Hammond Trumbull. He said:

In the devious mazes of American linguistics it is easy to lose one's way and forget the time. Let us return homeward, to say sumthing about a language in which members of the Association hav a more direct and selfish interest than in the Algonkin—a language which in spite of the predictions of Noah Webster, that a "future separation of the *American tung* was necessary," Americans still luv to call *English*.

There ar indications of increasd interest in this subject. The popular mind seems awake, as never before, to appreciation of the difficulties, eccentricities, and absurdities of the present standard-English cacografty. The remarks of Prof. March in his aadress to the Association last year hav been extensivly copied, and apparently meet very general approval. Prof. Whitney's discussion of the question, "How shal we spel?" has helpt expose the weakness of the stereotyped objections urgd against reform. Legislators ar beginning to look at the subject from the economic point of view, as related to popular education, and ar considering how much bad spelling costs the cuntry per annum. A bill is now before the legislature of Connecticut for the appointment of a commission to inquire and report as to the expediency of employing a reformd orthografty in printing the laws and jurnals. The "spelling maches" which, last winter, became epidemic, had their influence, by bringing more clearly to popular apprehension the anomalies of the current orthog-

rafy, and disposed many to admit (with Mr. A. J. Ellis) that "to spel English is the most difficult of human attainments."

Among scholars there is litl difference of opinion on the main question, Is reform of the present spelling desirabl? The objection that reform would obscure etymology is not urgd by real etymologists. "Our common spelling is often an untrustworthy guide to etymology," as Prof. Hadly averd; and Prof. Max Müller's declaration that "if our spelling followd the pronunciation of words, it would in reality be of greater help to the critical student of language than the present uncertain and unscientific mode of writing," receives the nearly unanimous assent of English scholars.

Equally unfounded is the objection that words when decently speld would lose their "historic interest." The modern orthograpy is, superlativly, unhistorical. Instead of guiding us to, it draws us from, the "well of English undefyled." The only history it can be trusted to teach begins with the publication of Johnson's Dictionary.

The greatest obstael to reform is the want of agreement among scholars as to the best mode of effecting it. What seems an improvement to one is regarded by another as an undesirabl innovation, or, perhaps, as a new deformity. Few men ar without a pet orthograpical prejudice or two, and the more unreasonable these ar the more obstinately they ar held fast.

Perhaps the most that can be hoped for at present is sum approximation to general agreement as to the words or classes of words, for which an amended spelling may be adopted, concurrent with that which is now in use. A list of words "in reference to which present usage in the United States or England sanctions more than one way of spelling," is prefixt to Webster's and Worcester's dictionaries. A similar list, prepared under judicious limitations, exhibiting side by side the present and a reformd spelling, and an agreement of prominent scholars in England and America th. t the use of either form shal be recognized as allowabl spelling, would go far towards ensuring the success of reform.

It is in compliance with suggestions repeatedly made, and from various quarters, that this subject has been brought to the consideration of the association. It is for you to decide whether it is advisabl to take any action for promoting and directing the popular movement for reformd orthograpy.

Prof. F. A. March, of Lafayette College; Prof. S. S. Haldeman, of the University of Pennsylvania, and Prof. L. R. Packard, of Yale College, wer appointed a committee upon this part of the president's address; and on the third day of the session they reported:

FIRST REPORT, 1875.

It does not seem desirabl to attempt such sweeping changes as to leav the general speech without a standard, or to render it unintelligibl to common readers; but the changes adopted in our standards of the writn speech hav lagd far behind those made in the spoken language, and the present seems to be a favorabl time for a rapid reform of many of the wurst discrepancies. The committee think that a considerabl list of words may be made, in which the spelling may be changed, by dropping silent letters and otherwise, so as to make them better conform to the analogies of the language and draw them nearer to our sister languages and to a general alfabet, and yet leav them recognizabl by common readers; and that the publication of such a list under the authority of this Association would do much to accelerate the progress of our standards and the general reform of our spelling.

They recommend that a committee be raised, to consist of the first president of the Association (Prof. W. D. Whitney) and other recognized representatives of our great

universities and of linguistic science, to whom the whole subject be referred, and who may prepare and print such a list of words if they think best, and who be requested to report at the next meeting of the Association.

A committee was accordingly appointed, consisting of Prof. W. D. Whitney and J. Hammond Trumbull, of Yale College; Prof. F. J. Child, of Harvard College; Prof. F. A. March, of Lafayette College, and Prof. S. S. Haldeman, of the University of Pennsylvania. At the annual meeting in July, 1876, the chairman presented the following report, known as the "Principles of '76":

SECOND REPORT, 1876.

(1) The true and sole office of alphabetic writing is faithfully and intelligibly to represent spoken speech. So-called "historical" orthography is only a concession to the weakness of prejudice.

(2) The ideal of an alphabet is that every sound should have its own unvarying sign, and every sign its own unvarying sound.

(3) An alphabet intended for use by a vast community need not attempt an exhaustive analysis of the elements of utterance and a representation of the nicest varieties of articulation; it may well leave room for the unavoidable play of individual and local pronunciation.

(4) An ideal alphabet would seek to adopt for its characters forms which should suggest the sounds signified, and of which the resemblances should in sum measure represent the similarities of the sounds. But for general practical use there is no advantage in a system which aims to depict in detail the physical processes of utterance.

(5) No language has ever had, or is likely to have, a perfect alphabet, and in changing and amending the mode of writing of a language already long written, regard must necessarily be had to what is practically possible quite as much as to what is inherently desirable.

(6) To prepare the way for such a change, the first step is to break down, by the combined influence of enlightened scholars and of practical educators, the immense and stubborn prejudice which regards the established modes of spelling almost as constituting the language, as having a sacred character, as in themselves preferable to others. All agitation and all definite proposals of reform are to be welcomed so far as they work in this direction.

(7) An altered orthography will be unavoidably offensive to those who are first called upon to use it; but any sensible and consistent new system will rapidly win the hearty preference of the mass of writers.

(8) The Roman alphabet is so widely and firmly established in use among the leading civilized nations that it can not be displaced; in adapting it to improved use for English, the efforts of scholars should be directed towards its use with uniformity and in conformity with other nations.

The report was accepted, and, on motion of Prof. Whitney, the committee was continued another year, with Prof. F. A. March as chairman. This report was widely published and commented on and assented to, but there was a loud call for more: a definite application of these principles to English spelling was demanded.

In the next month, August 14-17, 1876, an International Convention for the Amendment of English Orthography was held at Philadelphia, "to settle upon some satisfactory plan of labor for the prosecution of the

work so happily begun by the American Philological Association and various other educational associations in this country and England." The convention was well attended from all sections of this country and from England; it was presided over by Prof. S. S. Haldeman, of the University of Pennsylvania, president that year of the Philological Association.

On the fourth day, August 17, the convention resolved itself into the Spelling Reform Association, Prof. F. A. March being chosen president.

In the convention leading advocates of the principal schemes of new alphabetic notation were present, and ready to urge their schemes. It was soon evident that no one could convert a majority of the others. In this emergency it was proposed that the decision upon a reformed alphabet should be referred to the American Philological Association. The proposition was received with universal and cordial assent. All the different propositions and schemes were referred to the committee of that association.

The committee accepted the trust, and during the year gave an exhaustive consideration to all the plans proposed. As a result of this examination and of their expert knowledge of the matters involved, they presented to the Philological Association in July, 1877, the following report, which was adopted:

THIRD REPORT, 1877.

The attempt to prepare an English alphabet according to the principles laid down in the report of last year brings out the following facts:—

1. There are 18 Roman letters which commonly represent in English nearly the same elementary sounds which they represented in Latin: *a* (father), *b*, *c* (*k*, *q*), *d*, *e* (met), *f*, *g* (go), *h*, *i* (pick), *l*, *m*, *n*, *o* (go), *p*, *r*, *s* (so), *t*, *u* (full).

2. The consonant sounds represented in Latin by *i* and *u* are now represented by *y* and *w*, and the sonants corresponding to *f* and *s* are now represented by *v* and *z*.

3. There are three short vowels unknown to the early Romans which are without proper representatives in English: those in *fat*, *not*, *but*.

4. There are five elementary consonants represented by digraphs: *th* (thin), *th*=*dh* (thine, then), *sh* (she), *zh* (azure), *ng* (sing); to which may be added *ch* (church), *g* (j).

It seems best to follow the Latin and other languages written in Roman letters in the use of a single sign for a short vowel and its long, distinguishing them, when great exactness is required, by a diacritical mark.

The alphabet would then have 32 letters.

Twenty-two of these have their common form and power as described above in statements 1 and 2.

The three vowels in *fat*, *not*, *but* need new letters. Without laying any stress on the exact form, it is recommended to try some modification of *a*, *o*, *u*, such as *ɑ*, *o*, *u*.

For the consonants now represented by digraphs new letters would be desirable, but no particular forms are now recommended. The following are mentioned:—

ð, *d*, ð (then); þ, ð (thin); *f*, ð, [š] (sh); ʒ, [ž] (zh); ŋ (ng); č (ch).

The use of these letters with only these powers and the dropping of silent letters will so change the look of large numbers of words that they will not be recognized at sight. It seems necessary, therefore, that there should be a transition period, and for that the following suggestions are made:—

(1) Transition characters may be used, resembling, if possible, two letters:—

For <i>a</i> in <i>fate</i> ,	<i>a</i>	may be used in place of <i>ē</i>
“ <i>e</i> “ <i>mete</i> ,	<i>ĕ</i>	“ “ “ <i>ī</i> .
“ <i>i</i> “ <i>fine</i> ,	<i>ĭ</i>	“ “ “ <i>ai</i> .
“ <i>u</i> “ <i>pure</i> ,	<i>ū</i> or <i>ȳ</i>	“ “ “ <i>iu</i> .
“ <i>s</i> “ <i>as</i> ,	<i>z</i>	“ “ “ <i>z</i> .
“ <i>g</i> “ <i>gem</i> ,	<i>g</i>	“ “ “ <i>j</i> .
“ <i>c</i> “ <i>cent</i> ,	<i>ç</i>	“ “ “ <i>s</i> .

(2) The digraphs now representing single consonants may be named and otherwise treated as single letters.

(3) New letters can be easiest introduced by using them only for the old letters which they resemble in form.

(4) Long words bear changes best, and vowels are more easily changed than consonants, which project more above and below the line. Dropping final silent *e* is the easiest change.

The following exposition of the alphabet of this report was given by the chairman in “Spelling,” Vol. 1, No. 3.

ELEMENTARY SOUNDS IN ENGLISH.

The first thing the Philological Association’s committee seem to have proposed to themselves is to determine the number of elementary letters, sounds distinguished as simple and significant, in the English language.

That the sounds mentioned by them in statements 1, 2, 3, 4, namely, (1) *a* (father), *b*, *c* (*k*, *q*), *d*, *e* (met), *f*, *g* (go), *h*, *i* (pick), *l*, *m*, *n*, *o* (go), *p*, *r*, *s* (so), *t*, *u* (full); (2) *y*, *w*, *v*, *z*; (3) *a* (fat), *o* (not), *u* (but); (4) *th* (thin), *th*=*dh* (thine, then), *sh* (she), *zh* (azure), *ng* (sing), *ch* (church), *g* (*j*), are really such elementary sounds, is universally admitted. Are there others? It is well known that the vowel sounds shade into each other like colors, and that in scientific phonology a very large number of these are distinguished. In arranging this national alphabet, proposition 3 of the principles of 1876 is a controlling principle: “An alphabet intended for use by a vast community need not attempt an exhaustive analysis of the elements of utterance and a representation of the nicest varieties of articulation; it may well leave room for the unavoidable play of individual and local pronunciation.” In view of this it is decided to recognize no new elementary letters for special sounds of unaccented syllables, or for what are commonly called long vowels, or for diphthongs, but to treat the long syllables as combinations of the recognized short elements, or modifications of them not constituting new elements.

ROMAN TYPES PREFERRED.

What shall be the types to print the elementary characters? The Roman types as far as they will go. But they will not go far enough. The simplest concrete statement in the Report of 1876 is No. 8, on the Roman alphabet. It states abundant practical and historical reasons for the use of Roman letters. Another reason can now be drawn from their greater legibility, as recently established by the psychophysicists, compared with simple strokes like the stenographic characters. It seems that breadth and body are essential to easy legibility. (See investigations by Dr. James M. Cattell, of the Psychological Laboratory of the University of Leipzig, reported in Bulletin No. 22 of the Spelling Reform Association, pp. 68–70.)

Types for short vowels.—There are three new elementary vowels. Beside the old *a* in *father*, is *a* in *fat*; beside *o* in *obey*, *o* in *not*; beside *u* in *full*, *u* in *but*. Three new types are proposed, *a*, *o*, *u*.

How shal they be assigned? The real reason for assigning *a* to the vowel in *father* and *ā* to that in *fat* was that the sound in *fat* is so much more frequent. Filologists, as such, would probably hav preferd the Anglo-Saxon *a* as in *father* and *æ* as in *fat*. But it is to be said also that *a* is like the old Greek, Italian, and German type for the *a* of *father*, and like our English script *a*; and the German reformers uze it. The old type *o* is left for its current European sound as in *no*, and the new form *ö* is givn to the new sound in *not*, as is uzual in manuscripts and books of erly English in which the sound is distinguisht. For a similar reason, the old *u* is left for the old sound in *full*, and the new sound in *but* takes the new type *ü*.

Types for long vowels.—The elementary vowels being thus designated, how shal the long vowels be denoted? According to fonetic principl (No. 2 in the principls of 1876), by the same types as their elements. The vowel sound in *eat* being a prolongation of the element in *it*, should be denoted by *ii*, or *i* with sum sign of prolongation. A preference is exprest for *ī*. This has the advantage of compactness. It is known everywhere, uzed in all dictionaries and spelling-books and in the periodicals treating of fonology and comparativ filology. It has also a scientific advantage in not committing the uzer of it to any views about the precise fonetic constituents of the so-calld long vowels. It is wel known that they differ from the corresponding shorts not only in length but in closeness, and often in ending with a vanish, which in sum dialects is difthongal. But the relation between the members of each of the pairs is similar, and the macron is to be considerd the sign of that relation: *a*: *ā*=*a*: *ā*=*e*: *ē*=*i*: *ī*=*o*: *ō*=*o*: *ō*=*u*: *ū*=*u*: *ū*; i. e. as to their vowel sounds, *ask*: *fār*=*fat*: *fare*=*then*: *thēy*=*in*: *machīne*=*obey*: *nō*=*not*: *nēr*=*full*: *rule*=*but*: *būr*.

Three ways of printing the long vowels ar thus suggested: 1, dubl vowels; 2, difthongs; 3, types with diacritics.

Short:	<i>a</i>	<i>ask</i>	<i>a</i>	<i>fat</i>	<i>e</i>	<i>fell</i>	<i>i</i>	<i>fill</i>	<i>o</i>	<i>obey</i>	<i>ö</i>	<i>not</i>	<i>u</i>	<i>full</i>	<i>ü</i>	<i>but</i>
Long:		<i>far</i>		<i>fare</i>	<i>e</i>	<i>fail</i>		<i>feel</i>		<i>vote</i>		<i>nor</i>		<i>fruit</i>		<i>fur</i>
Dubl vowel:	<i>aa</i>	<i>faar</i>	<i>aa</i>	<i>faar</i>	<i>ee</i>	<i>feel</i>	<i>ii</i>	<i>fiil</i>	<i>oo</i>	<i>voot</i>	<i>ee</i>	<i>neer</i>	<i>au</i>	<i>fruut</i>	<i>uu</i>	<i>fuur</i>
Difthong:	<i>au</i>	<i>faur</i>	<i>ae</i>	<i>faer</i>	<i>ei</i>	<i>feil</i>	<i>iy</i>	<i>fiyl</i>	<i>ou</i>	<i>vout</i>	<i>ou</i>	<i>nour</i>	<i>uw</i>	<i>fruwt</i>	<i>ue</i>	<i>fuer</i>
Diacritic:	<i>ā</i>	<i>fār</i>	<i>ā</i>	<i>fār</i>	<i>ē</i>	<i>fēl</i>	<i>ī</i>	<i>fīl</i>	<i>ō</i>	<i>vōt</i>	<i>ō</i>	<i>nēr</i>	<i>ū</i>	<i>frūt</i>	<i>ū</i>	<i>fūr</i>

As a fourth, may be added new types, like Mr Pitman's.

The two first ar cumbrous and unfonetic. The second favors an unhappy dialectic tendency in Suthern England. Mr Pitman's letters would also be defectiv, if they wer not modifications of the short letters. They ar inferior in not being uniform modifications, like his own shorthand signs and the standard characters here proposed.

Use of a diacritic.—Objection is felt by many to accented letters. Where there ar a number of slightly different accents with varying meanings, as in French, they ar undoubtedly a nuisance; but *one* distinguishing mark, plain like the macron and of uniform meaning, does not seem open to objection. Scientific investigation has establisht that the line of chief legibility runs horizontally near the tops of the short letters on a printed page. Legibility is the first, second, and third point with print. It is best, then, to put our diacritic marks at the tops of the types. Script need not be exactly the same as print, but may vary the forms so as to run on without lifting the pen if that seem best to the writer. A printer can set up one type as wel as another.

Difthongs.—The proper difthongs ar also to be represented by their elements. These ar, according to Webster and other authorities,

- a* + *i* = *ai*, as in *aisle*, *ice*.
- a* + *u* = *au*, as in *out*, *how*.
- e* + *i* = *oi*, as in *oil*, *boy*.
- i* + *u* = *iu*, as in *music*, *feud*.

This fonetic writing of long vowels and difthongs makes a very considerable change in the appearance of many words, and would be a bold attempt for immediate general use. This alfabet, however, makes less change than any other fonetic alfabet, and as an ideal to be aimed at is easily defended.

Types for consonants.—There is no question that the elementary consonant sounds are correctly selected; *ch* in *church*, which may be analyzed into *tsh* and *j* in *judge*, which may be analyzed into *dzh*, are, however, admitted. As to the types for them, all the old types have one single power given them; but duplicates are not ruled out. *C* must always sound as *k*, but the committee could not agree to rule out *k*. We may use *x* as an abbreviation of *cs*. Six new types or digraphs must be used. The Pitman types and the national types of the Anglo-Saxons and Scandinavians and Slavs make the following sets:—

Digraphs:	th (<i>thin</i>),	th=dh (<i>thine</i>)	sh (<i>she</i>),	zh (<i>azure</i>),	ch (<i>church</i>),	ng (<i>sing</i>).
Pitman	ð	ḡ	ʃ	ʒ	ç	ŋ
National	þ	ð	š	ž	č	

The filologists did not see *promis enuf* in either of these sets, or in any other, to make it worth while to recommend them. It should be mentioned, perhaps, that since their action was taken there has been in English printing-houses much printing of Anglo-Saxon texts and of filological discussions involving Scandinavian and Slavic words, so that most *large establishments in England and America now have the national types above mentioned*, and all linguistic scholars are familiar with them.

Digraphs.—The preference, however, for the digraphs has a solid basis in economy of mental effort and of money. Many theoretical economists think it would be a great saving to set up one new type instead of two old ones. Our spelling reformers had the digraphs connected into ligatures and cast as single types. In that way they made the consonant system perfectly fonetic. But in practice it has been found to deform the page and to add greatly to the cost and embarrassment of the new printing. After a certain number of boxes have been put in the printer's case, another box adds to the labor of the type-setter in mastering and managing his case more than enough to balance the gain in the number of types he handles, while every new letter adds immensely to the cost of printing-house stock. This is so little understood that it may be worth while to reprint a passage from the printer's preface to Max Müller's "Outline Dictionary for the Use of Missionaries, Explorers, etc."

"All experience, past and present, shows us a tendency, not toward greater refinement by increasing the alphabetical signs, but towards greater simplicity by reducing them. The earliest English had two letters [*þ*, *ð*] distinguishing the hard and soft *th*; and yet, useful as these were, they have been abandoned in favor of simplicity in writing. So with the Greek digamma, and so at this very moment with the French accents." In practice a single accented letter "would make a difference in a large *imprimerie* of from *one hundred* to *one thousand* different additional sorts." "The universal adoption of the system of Professor Lepsius would necessitate the cutting, not of a *few hundred*, but of *many hundreds of thousands* of new sorts of type!"

Types were immediately cut for the new letters and papers are printed in the Transactions of the Philological Association in amended spelling with new types if the authors wish. The alfabet and specimens of printing with it follow.

THE STANDARD FONETIC ALFABET.

The following is the standard fonetic alfabet as formd by the committee of the American Philological Association in accordance with the principls set forth in their second and third reports as heretofore explaind.

VOWELS.

SHORT.			LONG.		
Form.	Name.	Sound, as in—	Form.	Name.	Sound, as in—
I i	i (ĭ)	<i>it</i> (it)	Ī ī	ī (ee)	<i>pique=peak</i> (pīc)
E e	e (ĕ)	<i>met</i> (met)	Ē ē	ē (ay)	<i>they</i> (dhē), <i>veil</i> (vēl)
A a	a (ă)	<i>at</i> (at)	Ā ā	ā (ai[r])	<i>air=ere=heir</i> (ār)
Q q	q (ah)	<i>ask</i> (ask)	Ū ū	ū (ah)	<i>arm</i> (ārm), <i>far</i> (fār)
Θ θ	θ (ō)	<i>not</i> (net), <i>what</i> (hwet)	Ē ē	ē (awe)	<i>nor</i> (nōr), <i>wall</i> (wēl)
O o	o (oh)	<i>obey</i> (obē)	Ō ō	ō (oh)	<i>no</i> (nō), <i>holy</i> (hōli)
U u	u (ŭ)	<i>but</i> (but)	Ū ū	ū (u[r])	<i>burn</i> (bŭrn)
Ū u	u (ōō)	<i>full</i> (ful)	Ū ū	ū (oo)	<i>rule</i> (rŭl), <i>ooze</i> (ŭz)

DIFTHONGS.

QI ai	ai (eye, I)	<i>aisle=isle</i> (ail)
QU au	au (ou)	<i>out</i> (aut), <i>our=hour</i> (aur)
ΘI ei	ei (oi)	<i>oil</i> (ēil), <i>boy</i> (bei)
IU iu	iu	<i>feud</i> (fiud), <i>few</i> (fiu)

CONSONANTS.

SURD				SONANT			
P	p	pī (pee)	<i>pet</i> (pet)	B	b	bī (bee)	<i>bet</i> (bet)
T	t	tī (tee)	<i>tip</i> (tip)	D	d	dī (dee)	<i>dip</i> (dip)
CH	ch	chī (chee)	<i>chest</i> (chest)	J	j	jē (jay)	<i>jest</i> (jest)
C (K)	c (k)	cī (kee)	<i>come</i> (cum)	G	g	gī (ghee)	<i>gum</i> (gum)
F	f	ef (eff)	<i>fat</i> (fat),	V	v	vī (vee)	<i>vat</i> (vat)
TH	th	ith (ith)	<i>thin</i> (thin)	DH	dh	dhī (thee)	<i>thee</i> (dhī),
S	s	es (ess)	<i>sown</i> (sōn)	Z	z	zī (zee)	<i>zone</i> (zōn)
SH	sh	ish (ish)	<i>she</i> (shī)	ZH	zh	zhī (zhee)	<i>azure</i> (azhūr)
H	h	hī (hee)	<i>he</i> (hī), <i>hat</i> (hat)				
				W	w	wū (woo)	<i>we</i> (wī), <i>wit</i> (wit)
				L	l	el (ell)	<i>lo</i> (lō), <i>ell</i> (el)
				R	r	ar (ar)	<i>rat</i> (rat), <i>are</i> (ār)
				Y	y	yī (yee)	<i>ye</i> (yī), <i>year</i> (yīr)
				M	m	em (em)	<i>me</i> (mī), <i>my</i> (mai)
				N	n	en (en)	<i>no</i> (nō)
				NG	ng	ing (ing)	<i>sing</i> (sing)

Script forms as in common use, the forms for a, q, o, θ, u, ū, being distinguished thus:—

Aa Qa Oo Ōo Uu Ūu

Besides the standard alphabet above set forth, there are transition letters, as follows:
 a for ē, è for ī, ĭ for ai, ù or ū for iu, z for z, g for j, ç for s. (See p. 18.)

SCRIPT FORMS OF NEW AND TRANSITION LETTERS.

a	A	far,	Aim,
a	a. A	fat,	At,
a	u	tabl,	Cibl,
g	b	acid,	Cent,
i	e b	mē,	Era,
g	g	chang,	Qem,
g	g	fjar,	Pron,
g	g	king,	ink,

o	O	not,	Or,
z	z	has,	haz,
th	Th	loveth,	Thin,
th	Th	then,	Thyn,
ii	U	music,	Us,
y	Y	mysic,	Up
v	V	bot,	Vrn,

FONETIC PRINT.

The first fonetic printing of the Associations was in accordance with the third recommendation of the filologists: "New letters can be easiest introduced by using them only for the old letters which they resemble in form." The following are specimens:—

EARLIEST TRANSITION FONETIC PRINTING, 1876.

We are met to reform orthography, not orthoepy; we have to do with writing, not pronunciation. There are all sorts of English people, and words are pronounced in all sorts of ways. It is the work of the orthoepist to observe all these different ways, and to decide which is the prevailing pronunciation of the most cultured, to decide which is the standard English pronunciation. The orthographer tells how to represent this pronunciation in writing. The orthoepist has many nice and difficult questions to solve. We enter into his labors. We take for granted that there is a standard pronunciation of English. We wish to see it represented by simple and reasonable alphabetic signs. (Address before the International Convention for the amendment of English Orthography, 1876.)

In the dictionaries empty, tempt, sempster, are all given as having p silent, and some of the speculators say that p can not be pronounced between m and t or m and s. It often happens that phonetic theorists who know only their own language, or perhaps two or three kindred languages, affirm combinations to be unpronounceable, which are among the most frequent in other languages. Sounds which one tried all last week and could never make, may be caught to-morrow and come easy ever after. (Transactions of the American Philological Association, 1877, p. 152.)

TRANSITION FONETIC PRINTING, 1879.

(1) S. R. A. Alfabet: 32 saunda distinggwisht.

Bj the fonetic alfabet a child ma be tot the art ov reding, net fluentli but wel, both in fonetic and in ordineri bucs, in thre munths—ai, ofn in twenti aurs ov thuro instrucshun;—a tasc hwich is rarli acomplisht in thre yera ov toil bj the old alfabet. Hwet fathur or techur wil net gladli hal and urnestli wure for this grat bun tu educashun,—this pauurful mashen for the difushun ov neleg.

(2.) S. R. A. Alfabet: el the saunda distinggwisht.

Bj the fonetic alfabet a child ma be tot the art ov reding, net fluentli but wel, both in fonetic and in ordineri bucs, in thre munths—ai, ofn in twenti aurs ov thuro instrucshun;—a tasc hwich is rarli acomplisht in thre yera ov toil bj the old alfabet. Hwet fathur or techur wil net gladli hal and urnestli wure for this grat bun tu educashun,—this pauurful mashen for the difushun ov neleg.

Cārful atenshun is invited tu thez specimena ov fonetic printing. It is belēvd that so clōs a rezemblanç tu the ordineri printed pag can not be obtand bj eni uther fonetic alfabet that has ever bin devjed. It is therfor les ofensiv tu the rēder than eni uther, and ma be cōld the Alfabet ov lēst Rezistanç. (S. R. A. Bulletin, No. 8, Jan., 1879.)

FONETIC SPELLING, 1888.

The following articl is printed in complete fonetic spelling, without transition letters. Proper names ar givn only in the common spelling. Long vowels ar markt. Short unaccented vowels, of uncertain or wavering quality, ar left unalterd.

HISTORY OF SPELLING REFORM.

BY PROF. F. A. MARCH, LL. D., L. H. D.

Wī hav ēlwēz hād speling refōrmerz. Dhi mixtyur ov Anglo-Saxon and Nōrman, hwich grū intu yūs in dhi fōr sentyuriz foloing dhi Nōrman cōngwest, woz at fūrst a despaizd and uncultivēted daialect, ōlmōst egzactli laik aur Pennsylvania Dutch. In dhōz lōng jenerēshunz ov tūrmōil and straif, everibēdi tōkt acōrding tu hiz hwim, and ecsplēnd himself widh hiz sōrd. Az sūn az literatyur began tu bī

prodiust in dhi niu spīch, dhi ēthorz began tu wuri at dhi scriabz fēr dhār bad speling.

"Adam Scrivener," sez Chaucer, "if ever it thee befalle,
Boece or Troilus for to write new,
Under thy long locks thou most have the scalles,
But after my making thou write more true."

Dhi mixtyur ov French and Anglo-Saxon wūrdz, ēlmōst ēl ov dhēm manggld in dhi uterans, wēz enuf tu giv enī scriab such disgust and contempt and distres, az nō pūr rīder ov dhi *Fonetic Niuz* ēr printer ov fonetic manyuscript can nauadēz fārli atēn tū. Hwen printing wēz begun bai Caxton in 1474, it wēz widh a fōrs ov Dutch printerz, hū set up the English manyuscripts az best dhē cud, after dhār Dutch fashun, widh meni an objurgēshun ov our gramarles tung. But in dhi grēt printing ofisez rūlz, ēr habits ecwivalent tu rūlz, sūn began tu grō up. Mōr ēr les sailent e'z mait bi yūzd tu spēs aut dhi lainz, but asaid frēm dhis wī seldum faind a wūrd spelt in mōr dhan faiv ēr six diferent wēz in a wel-printed buk ov dhi taim ov Elizabeth, and dhi number ov vēriēshunz gradyuali diminisht. Sum edishunz ov dhi English baibl wer veri cārfuli spelt, and fainali Dr. Johnson gēv dhi stamp of ēthoriti tu dhi prevalent habits ov dhi London printerz, and wī araidv at a standard ērthografi. Net widhaut prōtest, haeuver. Dr. Johnson wēz nō scolar and nō refōrmer, but a literari man, an extrīm censervativ and a vaiolent Tōri. Dhār wer meni atacs en him in England, but dhi printerz tuk hiz said sō fār az speling iz consūrnd, and sins hiz dē buks ār net printed bai dhi speling ov dhi ēthor, but bai dhi speling ov dhi printing-ofis. Thingz went sumhwet diferentli in America. Dhi ōld Tōri'z nēm did net recemend hiz buk en dhis said ov dhi wōter. Our anses-torz rejeist in Horne Tooke's expōzhur ov hiz ignorans, and sum ov dhēm thēt wī had beter hav an American langgwej, az wī wer tu hav an American nēshun. Dr. Franklin and Noah Webster ār dhi best-nōn promōterz ov dhis mūvment. Dhē fēvord thuro refōrm ov dhi langgwej en a fonetic bēsis. Dhis wēz dhi dēn ov saientific comun sens in dhi relm ov langgwej; but dhi printerz prūvd tū streng fēr dhēm.

Webster'z dicshunari haz, indīd, in nēm, sūpersīded Johnson's az a popyular gaid, but ecsept in dhi endingz -or and -ic, dhi lēter edishunz ov Webster hav fōrgetn, ēr remember widh fēnt prēz, dhi refōrmd spelingz bai hwich hī set such stōr. After the revolūshunari ārdor past, dhi literari clas tūrnd widh reniud afecshun and delait tu dhi ōld cuntri, dhi ōld hōm. Hapi wēz hī hū grū up in a haus hwār dhār wer cōpiz ov Shakespeare and Milton, ov Addison and Locke, Pope and Dryden, and Burke and Junius. An ōld fōlio ov Ben Jonson, Spenser, Chaucer, Piers Plowman, ēr wun ov Gervase Markham's les stētli cwērtōz, widh a grandfādher'z nēm en it, mēd a man fīl az dhō hī had blū blud in hiz vēnz. Dhi veri pēper and baiding and dhi speling wer swīt and venerabl tu him. Bai and bai arōz Sir Walter Scott and Byron, Wordsworth and Coleridge, and ēl dhi hōst ov dhat wonderful jenerēshun. Dhi tēk ov an American langgwej past awē ēr retaird tu dhi bacwudz. And hwen-ever scīmz ov refōrmd speling wer brōcht, az dhē wer nau and dhen, dhi literari clas tuk dhēm az a kaind ov pūrsonal insult, and ōverhwelmd dhi refōrmerz widh immezhurabl reprōch and inextinggwishabl lafter. * * *

Widhin dhi last fifti yīrz, haeuver, a cōplīt revolūshun haz tēkn plēs in dhi aidīalz and pūrpusez ov dhi scolarli clas. Dhi haiest wūrdz ov dhi ōld scolarz wer "cultyur" and "biuti." Dhē sēt tu mōld dhemselvz intu biutiful characterz. Dhē sēt tu dwel widh biutiful objects. Dhē wer fōnd ov sēing dhat biuti iz its ōn excius for bīng, dhat a thing ov biuti iz a jēi forever.

Dhi haiest wūrdz ov dhi niu scolarz ār "pogres" and "pauer." Niu trūth dhē wōnt, and niu frūt everi dē in dhi imprūvment ov dhi stēt ov man. Cultyur tūrnz frēm fieshun tu fact, frēm pōetri to saiens. Linggwistic studi shārz dhi spirit ov dhi ēj. It haz tūrnd frēm drīming ōver ōld luv stōriz tu dhi studi ov nēshuns and

ev man az recōrded in langgwej. Dhi filelojist raivalz dhi jīlojist in rīding dhi recōrdz ev dhi rēs in dhi fesilz ev langgwej. Hī iz a histōrian ev dhi taimz befōr histori. He givz us dhi pedigri ev nēshunz hūz nēm and plēs nō modern man cud ges. And he wishez tu dū sumthing fēr hiz feloz, tu bār hiz pārt in imprūving dhi cōndishun ev dhi rēs, and natyurali in imprūving langgwej. Dhi faundēshun ev dhi saiens ev langgwej iz lēd in dhi saiens ev vōcal saundz. Everi stiudent ev dhi modern saiens studiz fonoloji. Dhi mīnz ev reprezenteng saundz bai vizibl sainz ār ēlsō pārt ev hiz studi, and dhi speling ev dhi English langgwej amung udher things. And sō dhi speling ev dhi English langgwej haz becum dhi ēprōbrium ev English scōlarz. Dhi grēt scōlarz wer natyurali dhi fūrst tu spīk aut bōldli. Dhi grētest jīnyus amung gramērianz, Jacob Grimm, but a fiu yīrz agō cōngratyulēted dhi udher Europeans dhat dhi English had net mēd dhi discuveri dhat a hwimzical anticwēted ōrthografti stud in dhi wē ev dhi yūniversal acsēptans ev dhi langgwej. Nau wī cud fil a velyum widh expozishun and ēbjurgēshun ev dhi unaprōchabl badnes ev aur speling, frēm dhi penz ev eminent Englishmen and Americanz. . . .

Hwail dhis mūvmment wēz gōing on amung dhi scōlarz, anudher strīm ev influens tuk its rais amung tīcherz. Fiu chēnjez ev dhi last sentyuri ār grēter dhan dhōz in dhi trītment ev children. Dhi methodz ev disiplin and ev tīching and dhi aparētus fēr dhēm ār ēl chēnjd. Dhi mēn aparētus yūzd tu bī dhi rēd. And dhār wer hārdli eni buks speshali adapted tu dhi capasiti and nīdz ev dhi yung. Dhat ēbl men, grēt men, shud mēk a studi ev dhēm, invent methodz ev instrucshun, rait buks, mēk ōl ārt and nētyur tribyutari tu dhār enjēiment and imprūvment, iz a hōlli modern afār. Hapi ār dhi yūth ev dhi prezent jenerēshun; dhē hav dhi wūrld at dhār fīt. Dhat sum wē must bī faund ev tīching rīding widhaut tīrz wēz plēn.

Nēr iz tendernes fēr aur children ēl. Wī hav cum tu recognaiz dhi rait ev man-hud, and sum ev us ev wumanhud, tu a vōis in dhi guvernement. Wī trust aurselvz tu dhi masez. Dhen dhi masez must bī edyucēted. Dhē must lūrn tu rīd cwicli and īzili. Ignorans iz blaind and bad. * * * Dhi prōblem ev illiterasi haz long bin familyar tu Americanz az wun ev dhi mōst impōrtant ev sōshal saiens. It haz lētli cum up fresh and fīrful in England. And it iz fuli recognaizd dhat dhi trubl laiz in dhi irregyular and unrīzonabl speling ev English. (Address before the American Institute of Instruction, 1878.)

AMENDED SPELLING WITH OLD TYPES.

It appears from the reports that the committee of the Philological Association, when they attempted to make a list of amended words, found it necessary first to determin the ideal alfabet, so as to hav a guide in accepting particular changes. *Could* is a markt exampl of unpardonabl spelling; the *l* is sheer blunder, the *ou* has a wrong sound. Shal we write *cud*, *cood*, *kud*, *kood*, *kuud*, or what? Before it can be decided the ideal English alfabet must be fixt. Having reported upon that in 1877, the committee began upon the list of amended words. In July, 1878, at the annual meeting at Saratoga, the following report was made:

FOURTH REPORT, 1878.

In accordance with the plan of preparing a list of words for which an amended spelling may be adopted concurrent with that now in use, as suggested by President J. Hammond Trumbull at the session of 1875, and favorably reported upon by the committee of that session, the committee now present the following words as

the beginning of such list, and recommend them for immediate use: *Ar, catalog, definit, gard, giv, hav, infinit, liv, tho, thru, wisht.*

The committee in their fifth report, at Newport, R. I., in 1879, and in their sixth report, at Philadelphia, in 1880, recorded the progress of the movement, but made no further recommendations. They had entered into correspondence with a like committee of the Philological Society of England, with the view of reaching an agreement on the course to be pursued. The progress of these negotiations is recited in their subsequent reports. The next meeting was at Cleveland, Ohio.

SEVENTH REPORT, 1881.

The Philological Society of England has just issued a pamphlet entitled "Partial Corrections of English Spellings aproovd of by the Philological Society." These corrections are the result of a discussion introduced by the President, Dr. Murray, in his retiring address, on the 21st May, 1880, and continued thru six meetings. Mr. Sweet was authorized to prepare a statement of the results, and this was finally adopted at a special general meeting on January 28th, 1881. The corrections are made in the interest of etymological and historical truth, and confined to words which the changes do not much disguise from general readers.

Your Committee finds that the corrections of the Philological Society's pamphlet are such as are contemplated in the report of your Committee of 1875, and in subsequent reports; and it recommends the immediate adoption of the following corrections which are therein set forth, and which are used in this report.

Then followed the Rules for Amended Spelling. as given below.

These corrections were discussed in a paper by Prof. March in the Transactions of the Association for 1881.

In February, 1882, the Philological Society of England took further action, as is rehearsed in the following report of the American Committee:—

EIGHTH REPORT, 1882. (Cambridge, Mass.)

The Philological Society of England has passed a resolution requesting H: Sweet, Esq., to communicate with us, in order to ascertain whether it is practicable to effect a complete agreement with the American Philological Association, so that "a joint scheme might be put forth under the authority of the two chief philological bodies of the English-speaking world."

Mr. Sweet has communicated with your committee. This agreement on a joint scheme has been before this Association since 1875, and it is presumed that the Association will still regard it as desirable. As to the manner of preparing the joint list of amended words, the committee recommend that the work be intrusted to a committee of the Association, and, since the meetings of the Association are only annual, and successive ratifications and amendments might delay the final agreement very long, that power to act be granted to the committee within the limits of former accepted reports, and in accordance with such other instructions as may be given at this meeting.

Their report was approved, and they were authorized to continue the correspondence with the English society. The committee, which had previously consisted of five members,—Prof. Thomas R. Lounsbury, of Yale College, having been chosen in 1881 in place of Prof. S: S. Haldeman, deceased—was now increased to seven, by the election of Prof. W:

F. Allen, of the University of Wisconsin, and Prof. Thomas R. Price, of Columbia College, as additional members. The committee then consisted of Professors March (Chairman), Whitney, Trumbull, Child, Lounsbury, Allen, and Price.

NINTH REPORT, 1883. (Middletown, Conn.)

In the exercise of the power to act, which was given to the committee at the last meeting in response to the communication of the Philological Society of England, inquiring whether it was practicable to effect a complete agreement upon amendments of spelling, so that "a joint scheme might be put forth under the authority of the two chief philological bodies of the English-speaking world," the committee submitted to the Philological Society of England, as a basis for the joint scheme, the lists of amended words and the rules for amendment contained in their report for 1881, as interpreted by the pamphlet on "Partial corrections" issued by the Philological Society in 1881.

At a meeting of the Philological Society, April 20, 1883, it was voted unanimously to omit certain of the corrections formerly recommended, so as to bring about an agreement between the two societies in accordance with the proposal of your committee. The following scheme of partial reform is now jointly approved by the Philological Society of England and the American Philological Association, and is recommended for immediate use:

1. e.—Drop silent *e* when phonetically useless, as in *live, vineyard, believe, bronze, single, engine, granite, eaten, rained*, etc.
2. ea.—Drop *a* from *ea* having the sound of *ě*, as in *feather, leather, jealous*, etc.
Drop *e* from *ea* having the sound of *a*, as in *heart, hearken*.
3. eau.—For *beauty* use the old *beuty*.
4. eo.—Drop *o* from *eo* having the sound of *ě*, as in *jeopardy, leopard*.
For *yeoman* write *yoman*.
5. i.—Drop *i* of *parliament*.
6. o.—For *o* having the sound of *ũ* in *but* write *u* in *above* (*abuv*), *dozen, some* (*sum*), *tongue* (*tung*), and the like.
For *women* restore *wimen*.
7. ou.—Drop *o* from *ou* having the sound of *ũ*, as in *journal, nourish, trouble, rough* (*ruf*), *tough* (*tuf*), and the like.
8. u.—Drop silent *u* after *g* before *a*, and in native English words, as *guarantee, guard, guess, guest, guild, guilt*.
9. ue.—Drop final *ue* in *apologue, catalogue*, etc.; *demagogue, pedagogue*, etc.; *league, colleague, harangue, tongue*, (*tung*).
10. y.—Spel rhyme rime.
11. Dubl consonants may be simplified:
Final *b, d, g, n, r, t, f, l, z*, as *ebb, add, egg, inn, purr, butt, bailiff, dull, buzz*
• (*not all, hall*).
Medial before another consonant, as *battle, ripple, written* (*writn*).
Initial unaccented prefixes, and other unaccented syllables, as in *abbreviate, accuse, affair*, etc., *curvetting, traveller*, etc.
12. b.—Drop silent *b* in *bomb, crumb, debt, doubt, dumb, lamb, limb, numb, plumb, subtle, succumb, thumb*.
13. c.—Change *c* back to *s* in *cinder, expence, fierce, hence, cnce, pence, scarce, since, source, thence, tierce, whence*.
14. ch.—Drop the *h* of *ch* in *chamomile, choler, cholera, melancholy, school, stomach*.
Change to *k* in *ache* (*ake*), *anchor* (*anker*).
15. d.—Change *d* and *ed* final to *t* when so pronounced, as in *crossed* (*crost*), *looked* (*lookt*), etc., unless the *e* affects the preceding sound, as in *chafed, chanced*.
16. g.—Drop *g* in *feign, foreign, sovereign*.

17. gh.—Drop *h* in *aghaſt*, *burgh*, *ghoſt*.
Drop *gh* in *haughty*, *though* (*tho*), *through* (*thru*).
Change *gh* to *f* where it has that ſound, as in *cough*, *enough*, *laughter*, *tough*, etc.
18. l.—Drop *l* in *could*.
19. p.—Drop *p* in *recept*.
20. s.—Drop *s* in *aiſle*, *demesne*, *iſland*.
Change *s* to *z* in diſtinctiv words, as in *abuse verb*, *houſe verb*, *riſe verb*, etc.
21. ſc.—Drop *c* in *ſcent*, *ſcythe* (*ſithe*).
22. tch.—Drop *t*, as in *catch*, *pitch*, *witch*, etc.
23. w.—Drop *w* in *whole*.
24. ph.—Write *f* for *ph*, as in *philology*, *ſphere*, etc.

These recommendations are known as the “Joint Rules for Amended Spelling,” or as the “Twenty-four Rules.” They cover the main points as to which there is substantially no further question between the two societies or among reformers in sympathy with them. Points as to which the societies do not agree, or which it does not seem expedient, in the present stage of the reform, to decide, are expressly held back for further consideration.

The rules thus derived necessarily differ in importance and in the extent of their application. Some are very comprehensive, some affect only limited classes of words, and some are mere lists of words to be amended. They are arranged in the alphabetical order of the letters omitted or changed. The rules proper may be reduced to 10, as given with the alphabetic list of words in Appendix A. All are to be interpreted and explained by the reports and records above mentioned.

It should be noted that the rules do not apply to proper names, or to titles or official designations like “Philological Association,” or “Phonetic Journal,” while they may, nevertheless, apply to the individual words which enter into such designations, as *filological*, *fonetic*, *jurnal*.

There are sufficient reasons against meddling with proper names and titles. They may well be left to adjust themselves to a fonetic standard when such a standard is established for common words.

The several changes are all consistent with each other, and enable any one who has the spirit of progress in him to exhibit that spirit in practical action, not only free from the risks of individual preference or caprice, but with the knowledge that he is acting upon the advice, and in accordance with the practice, of scholars of the highest eminence in English filology. The common law of English spelling, however burdensome it may be in some of its applications, is not to be violently altered by the lynch-law of individual indignation. It must be amended in orderly fashion by the accepted representatives of the people in such matters, the leaders in learning, in literature, and in science, advising and consenting to such change.

REPORTS FOR 1884–1885 (HANOVER, N. H., NEW HAVEN).

The committee of the American Philological Association corresponded with that of the Philological Society of England upon the preparation of an official list of all the words of which the rules adopted in 1883 will change the spelling, but without securing official action, no one wishing to undertake the labor.

REPORT FOR 1886 (ITHACA).

Professor March, as chairman of the committee on the reform of English spelling, presented an alphabetic list of words to which the

joint rules apply, which wer recommended by the association and the Philological Society of England in 1883. This list is a selection of some 3,500 words to no one of which, it is believd, can reasonabl objection be made. The relations of each change to history, to etymology, to popular recognition, to familiar associations, hav been weighd, and all the words ar recommended for immediate use.

The list, with accompanying explanations, was printed in the transactions of the association for 1886, reprinted by the Spelling Reform Association in 1887, and in the Century Dictionary in 1892. It is here givn as an appendix, so that it may be most easy of access.

With the printing of this list the expert work of the Philological Association was finisht for the time. It still has yearly reports of the progress of the reform. Its action has been taken *nemine contradicente*.

THE MODERN LANGUAGE ASSOCIATION OF AMERICA.

The Modern Language Association of America is composed mainly of professors of English, French, German, and other modern languages in our universities and colleges, with officers from Harvard (James Russell Lowell was president at his deth in 1891), Yale, Johns-Hopkins, Princeton, University of Michigan, Virginia, Texas, California, etc. At its annual meeting in Washington, January, 1893, the following resolution was adopted after a good discussion, *nemine contradicente*:

Resolvd, That the Modern Language Association of America unites with the Philological Society of England and the American Philological Association in recommending the joint rules for amended spelling and the alfabetical list of amended words publisht in the transactions of the American Association and in the Century Dictionary.

THE SPELLING REFORM ASSOCIATION.

After the organization of the Spelling Reform Association in August, 1876, and while waiting for the action of the filologists, its members set themselvs to produce and concentrate dissatisfaction with the old spelling. Quarterly meetings wer held at Philadelphia, Boston, and New York. The membership was largely increast. A bulletin was issued. The members wrote artcils for newspapers and magazines and visited and addrest teachers' associations and other organizations. The result of these labors wil be set forth more in detail when we speak of teachers, the press, and the State.

The annual meeting in 1877 was held at Baltimore immediately after the adjurnment of the Philological Association. Profs. F. A. March, S. S. Haldeman, and W. D. Whitney had been appointed a committee on new spellings, and persons having new schemes had been requested to submit them to the consideration of the committee. Scores of new alfabets and sets of rules, accompanied often with voluminous exposition, wer sent in. The committee now made a final report upon them,

which recited the action of the Philological Association and reported for general use and for the publications of the Spelling Reform Association the alfabet therein set forth, and recommended the attempt to bring it into immediate use in the manner set forth in the final suggestions of the filological report. This report was adopted, no one dissenting.

The committee of publication proceeded to procure types and script plates for the new letters and to make the alfabet known to the public.

Having setld the alfabet, so that it is clearly seen what should be aimd at, it has been the policy of the Association to encourage all sorts of changes which tend towards it. Many amendments ar plainly possibl without the use of new types. The dropping of silent letters affords the most obvious exampls. The Association has accordingly recommended various special rules for spelling without new types.

The words *hav*, *giv*, and *liv* are its entering wedge. It givs them a special indorsement such as the Philological Association givs to the eleven words *ar*, *catalog*, *definit*, *gard*, *giv*, *hav*, *infinet*, *liv*, *tho*, *thru*, *wisht*.

The following hav become widely known as "The five new rules:"

(1) Omit *a* from the digraf *ea* when pronounced as *e* short, as in *hed*, *helth*, etc. (2) Omit silent final *e* after a short vowel, as in *hav*, *giv*, etc. (3) Write *f* for *ph* in such words as *alfabet*, *fantom*, etc. (4) When a word ends with a dubl letter, omit the last, as in *shal*, *clif*, *eg*, etc. (5) Change *ed* final to *t* where it has the sound of *t*, as in *lasht*, *imprest*, etc.

The Association also printed a more extended proper order of changes, which is here givn in the original transition types and spelling. See p. 22.

New letters.—For rëdera thë introduction ef nëw letera ia thë èziest chang. Printera do thë wurk for them. It ia advjød to üa nëw letera at first only for thë old letera which they rezembl in form. It ia not neçesary to üa them all. Printera ar urgjd to üa one or two, if they think mor ar dangerous. Most important ar *o* and *u*, then *a*. Nëw *g* for *g* with the sound of *j* may bë üed without disturbing thë most fastidius; so may *ç* and *ë*.

Dropping letters.—Wrjting ia a diferent mater frëm rëding. Old muscüler habits interfër with nëw letera or any uthër changea in wrjting. Children wil lern thë nëw aa redily aa thë old; but for grown persona, thë èziest changea ar thë droping. of sïlent letera. Vowela ar èziest to drop, and amung vowela, *e*. When sïlent after a short vowel it ia both wast and blunder; *hav* spelz thë wurd intended; *have* shud rjm with *gave*, *slave*, *knave*, etc.; *genuin* spelz thë wurd, *genuine* ia a vulgar coruption. Long wurda bear changea beter than short wurda. So that wë hav thë fëlowing order for droping sïlent fïnal *e* and uthër sïlent letera:

I. Final silent e.

1. With short præcëding vowel. (a) In long wurda: practicabl, açcessibl, imbecil, periwinkl, mediçin, trëatis, recompens, hypocrit, infinit, indicativ. Many hundreds of wurda belong to this clas, in great part lerned terma frëm Grëek or Latin, and comun to many languages. To scheldara they look mor natüral and scholarly, aa most languages wrjt them, without the fïnal *e*. (b) In short wurds: *hav*, *liv*, *giv*.

2. With long vowel præcëding. (a) Thë long sound represented by two letera in thë old speling: frontispieç, pëaç, vëiç, relëas, believ, percëiv, prais, poia, etc. (b) Thë long sound reprësentèd by a singl leter in old speling: imbïb, glob, popülaç, suffiç, undertak, provok, cënfiscat, cëstitüt, persecüt, and hundreds mor.

Drep it also in plurals and uther inflexions: representativa, giva, livd, compeld, etc.

II. *T for ed.*

Another eay chang comun in old English, and agen becuming so, is to writ *t* for *ed*, when it is so pronouncd: kist, wurshipt, lasht, imprest, approcht, etc.

III. *Other letters.*

1. Omit final *ue* in catalog, colëag, harang, etc.
2. Omit *a* from the digraf *ea* when pronouncd as *e* short: hed, heven, helth, welth, zelus, etc.
3. Omit *gh* when silent, and suply its plac with *f* when pronouncd as *f*: dauter, slauter, tho, altho, thru, enuf, ruf, etc.
4. Writ *f* for *ph* in alfabet, fantom, camfor, filosofy, etc.
5. Writ *k* or *c* for *ch* in all wurda in which *ch* is pronouncd as *k*: arkitect, monarc, kemistry, caracter, crenicl, etc.
6. Omit *b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, z, ch, rh,* and *th* when silent, as in the felowing exampls:
 - b* in eb, det, lam, lim, etc.
 - c* in abses, absind, acquies, coales, efferves, sent (scent), septer, simitar, sion (scion), vitla, etc.
 - d* in Wenaday, ad, od, etc.
 - f* in buf, bluf, clif, muf, scef, stif, etc.
 - g* in apothem, arrain, campain, narl, nash, naw, eg, etc.
 - h* in gost, agast, gastly, rim, rubarb, retoric, burg, etc.; onest, onor, our, etc.
 - k* in nee (knee), nead, nel, nij, nec (knock), etc.
 - l* in bam (balm), cam, pam, sam (psalm), shal, wel, etc.
 - m* in nemic, etc.
 - n* in autum, cendem, dam, solem, hym (hymn), etc.
 - p* in nūmatic, nūmonia, sam (psalm), sūdonym, etc.
 - r* in bur, er, pur, etc.
 - s* in apropo, il (isle), iland, il (aisle), vīcount, etc.; bras, ges (guess), fulnes, etc.
 - t* in brunet, dēpo, glisen, lisen, ofen, mergag, bach (batch), lach, etc.
 - w* in hoop (whoop), sord (sword).
 - z* in buz, fuz, etc.
 - ch* in dram (drachm), siam, siematic.
 - ph* and *th* in tiaic (phthisic), ismus, etc.
 - rh* in catar (catarrh), etc.
7. Omit *a, e, i, o,* and *u* when silent, as in the wurda siv (sieve), ferfit, counterfit, mulin, surfit, etc.; adiu, purliu, frend, plad; leopard; bild, gard, garantē, ges, gitar, biscit, cōdit, çircit, dant, lanch, stanch, etc.
8. And chang *eau* to *o* in bo (beau), būro, etc.

A Leag was started in 1881 with a pledge now circulated and signd in form as follows:

Spelling Reform Leag.

I hereby giv my name to be used in the list of advocates of spelling reform, and agree to adopt for general use the simplified spellings indicated by the number following my signature. The numbers signify: I wil—

- (1) Use the simplified forms allowd by standard dictionaries, as *program, favor,* etc.
- (2) Use the Two Words; *tho, thru.*
- (3) Use the Ten Words: *tho, thru, wisht, catalog, defīnit, hav, giv, liv, gard, ar.*
- (4) Use the Two Rules: 1. Use *f* for *ph* sounded as *f*, as in *alfabet, fantom, filosofy,* etc. 2. Use *t* for *d* or *ed* final sounded as *t*, as in *fixt, tipt, stopt, clast, crost, distrest,* etc.

(5) Use the Five Rules: 1 and 2 as in 4. 3. Drop *a* from digraf *ea* sounded as short *e*, as in *hed*, *helth*, *sted*, etc. 4. Drop silent *e* final in a short syllable, as in *hav*, *giv*, *liv*, *forbad*, *reptil*, *hostil*, *engin*, *infini*, *opposit*, *activ*, etc. 5. When a word ends with a double letter, omit the last, as in *eb*, *ad*, *staf*, *stif*, *stuf*, *eg*, *shal*, *wil*, *tel*, *wel*, *dul*, *lul*, etc.

(6) Use the 24 Joint Rules of the American and English Philological Associations.

(7) Use all changes recommended by the Philological Associations.

The rules ar brief; changes that suggest a wrong pronunciation ar excepted. Ful injormation on request.

Signing binds to general use, but not to invariabl use. Send signd pledges, to be indext for reference, to the Secretary of the Spelling Reform Association, Melvil Dewey, Columbia College, New York.

[Sign here.]

Name.

P. O. Address.

No.

During the year 1877-'78 quarterly meetings wer held at New York, St. Louis, and Boston. That at St. Louis was a general convention introduced to the public by able artiels in the leading jurnals and addrest by Vice President Hon. W. T. Harris and Mr. T. H. Vickroy in papers which wer printed in ful. The convention finally resolvd itself into a branch of the Association.

The second annual meeting, July, 1878, was held in the White Mountains in connection with the American Institute of Instruction.

The third annual meeting was held at Philadelphia, as a department of the National Educational Association, and the annual meetings wer held with that association until 1882, since which time they hav been held at the same time and place as those of the American Philological Association.

The addresses and papers, and proceedings generally, at these meetings hav been addrest to the practical work of the reform and hav not mooted alfabetic schemes.

The Association claims that the reference of all alfabetical questions to the Philological Association is wise in principl. The authority of experts [they say] is a characteristic of our time. In it reason supersedes the warfare of prejudices and stupidities, the so-calld strugl for life. Arbitration supersedes war. There ar few better matters in which to apply this principl than alfabetic discussions. They seem so easy that the most ignorant scool-boy thinks he can understand them. The bright teacher or editor hears of the reform on Saturday, incubates Sunday, has his scheme redy on Monday. And so conflicting ar the analogies of our spelling that every scheme has sum good things to say for itself. But the facts ar so numerous, their relations so complex and far-reaching, and the interests involvd so numerous and peculiar, that a sagacious decision requires the most extensiv lerning and penetration, and large, sound, roundabout sense. The study of fonology is the foundation of the scientific study of language, and many of the best minds in the world spend their days and nights in it. The decision of one such mind must overweigh a hole association of others. Then a bench of experts wil make a decision speedily, while general discussion and voting on such a subject last forever, and produce a chaos of conflicting decisions. The Spelling Reform Association in England, founded in 1879, which has attempted to proceed by general discussion and majority votes of preference, is stil debating its alfabets, and taking its *plebiscita*.

Another fundamental principl adopted at the first by the American Association is that spelling reformers recognize a standard orthoepey. "We ar met," they said,

"to reform orthograpy, not orthoepy; we hav to do with writing, not pronunciation. There ar all sorts of English peple, and words ar pronounced in all sorts of ways. It is the work of the orthoepist to observ all these different ways, and to decide which is the prevailing pronunciation of the most cultured, to decide which is the standard English pronunciation. The orthografer tels how to represent this pronunciation in writing. The orthoepist has many nice and difficult questions to solv. We enter into his labors. We take for granted that there is a standard pronunciation of English. We wish to see it represented by simpl and reasonabl alfabetic signs."

The alfabet of standard orthograpy is recognized as different from an alfabet for scientific fonology. "An alfabet intended for use by a vast comunity need not attempt an exhaustiv analysis of the elements of utterance, or a representation of the nicest varieties of articulation." "The general standard of a great nation must always be severely simpl. It is not desirabl to admit in it the ever-varying glides and finishes and colorings of fashionabl or vulgar articulation; or even the more stable and general colorings produced by adjacent letters, as long as they ar without significance."

The American Association has acted on theze principls. It follows the pronouncing dictionaries. It abjures peculiar orthoepy. This position is essential to spelling reform in the English language. The Londoner has a different way of sounding many of the elementary letters from that of a Scotchman, or that of an American—the *a* in *man*, for exampl, the *e* in *there*, the *o* in *note*. If an alfabet is adopted which goes behind the historical distinctions, and ads new characters which discriminate the speech of London from that of Edinburgh and of Boston, it wil separate the English language into several dialects, and no Londoner wil be able to read an American book. The Londoners do not seem to think of any such impending privation. They take for granted that natural unsophisticated Londonese, the speech of the gentleman and scolar of the metropolis, is what is ment by standard English; that if it can only be set forth in print with all its glides and finishes, all its runs of unaccented, indistinguishabl murmurs, and varied droppings and insertions, the rest of the world wil accept and try to imitate.

So far as the spelling reform is concernd we may be sure this is not so. We shal never be able to reform our spelling by substituting colloquial Londonese for the present standard spelling. It ought to be one of the "General Principls" of every spelling reform association that no new alfabetic distinctions shal be recognized which wil promote division among the English-speaking nations.

The temptation to tamper with pronunciation, if not to thuroly overhaul it, is almost irresistibl to the spelling reformer.

The practical reformer, shrinking from his queer-looking words, finds that he can secure a comparatively natural-looking page by slight changes of pronunciation. Mr. Isaac Pitman, whose alfabet is on the hole admirabl, has a queer-looking type for *a* in *father*. He shuns the use of it. In a specimen of his printing issued as such by himself we find he uzes it but once, tho the pronunciation of the dictionaries would call for it 22 times. And so this noble sound, the leader in all alfabets, is buried in Pitman English.

In a similar manner Mr. Pitman favors the insular English *o* in *not*; mainly, it would seem, because he uzes the common type *o* for it, and new types for *o* in *no*, for *au* in *author*, *nor*, and for *u* in *but*, *son*. He lets the *o* stand in unaccented syllabls, and sumtimes elsewhere, for all three of theze so different sounds. He prints it in the specimen just referd to 53 times, where the dictionaries would giv it only 24. If so eminent a leader as Mr. Pitman yields to temptation in this way, what can be expected of the minor alfabetic inventors?

The young fonologists also find it hard to rest with the pronunciation of the dictionaries. The microscopic investigation of living speech is just now the fashion, is one of the most novel and inviting fields of original reserch. Why not uze the spelling reform to prosecute such reserches? It is certainly important scientific

work. Who knows whether spelling reform wil ever cum to anything else? Can it ever cum to anything before these thuro investigations hav been made? With sum such views, most likely, the English Spelling Reform Association has been sending out elaborate circulars of inquiry about obscure and variant articulation. They may perhaps accumulate data for science, tho the answers of the laity to such questions hav the same sort of value as their reports of meteors as big as barrels, or of sea-serpents. But meantime the children ar wailing over the old spelling; philanthropy does not join in these excursions of fonology. Where spelling reformers marshal their forces for fonologic achievment, philanthropists decline to enlist. Standard pronunciation and standard alfabet ar peculiar problems. A standard speech is an ideal. It implies induction and history as wel as observation. It implies authority abuv colloquial dialects. It has a right of possession which can only be vested by the consent of the dialects.

The Association leaves these problems to experts. It has adrest itself mainly to disseminating its views of the irrationality and mischievousness of the old spelling, and to urging the use of the amended spellings recommended by the experts.

The Association acts as a literary bureau to provide lecturers and procure and disseminate spelling reform literature and stationery. Authors of pamphlets or reform matter in any shape ar requested to send copies to the repository in Boston for consultation and distribution. Orders may be sent to it for new types and printing in amended spelling. It issues bulletins and a quarterly magazine called "Spelling"; it solicits subscriptions to republish passages from the works of the authorities on this subject and for reform A B C books, charts, blocks, readers, and other scool books and apparatus; it urges the reform specially upon teachers, the press, and the State. Dr. C. P. G. Scott and Melvill Dewey hav done most of its work.

ILLITERACY AND EDUCATION.

The relations of spelling to illiteracy and education ar thus set forth by a commission on amended orthograpy authorized by the legislature of Pennsylvania, in a report made April 8, 1889, to the senate and house of representatives of that Commonwealth:

(1) It is currently stated by students of language that English words as commonly spelt contain a large proportion of letters which ar superfluous and misleading, and which greatly increase the cost of writing and printing.

(2) It is currently stated by leading educators that the irregular spelling of the English language causes a loss of two years of the scool time of each child, and is a main cause of the alarming illiteracy of our peple; that it involvs an expense of many millions of dollars annually for teachers, and that it is an obstacl in many other ways to the progress of education among those speaking the English language, and to the spred of the language among other nations.

(3) Leading educators, among whom ar many teachers of much practical experience, and associations of lerned scolars declare it possibl to improve our spelling and hav proposed plans of improvement.

First. The cost of printing superfluous and misleading letters. These ar such as the final "ugh" in "though," the final "me" of "programme," the final "ue" of "catalogue," the final "e" of "genuine" and "engine," the final "l" in "shall" and "will." It is found that the removal of silent e's would save four per cent of all the letters on a common printed page, the removal of one consonant of each pair of duplicated consonants would save 1.6 per cent. In the New Testament printed in fonetic types, in 1849, by A. J. Ellis one hundred letters and spaces ar represented

by eighty-three. As far as printing and paper are concerned, a six-dollar book would be thus reduced to five dollars. The matter of six volumes of the public documents would cost for printing as much as five now do.

The report of the Superintendent of Public Printing and Binding for the year ending June 30, 1887, shows an expenditure of \$156,427.53. It would seem that the reduction in this bill would be nearly \$20,000, after making allowance for the lithographic work and binding.

If we trace the saving of money to the people from the use of simple spelling in all printing and writing, it is plainly very great. All books may cost one-sixth less. The *Encyclopædia Britannica* would make twenty volumes instead of twenty-four, and cost twenty-four dollars less. The newspapers would all save one column in six. One-sixth would be saved in all writing, in the manuscripts of books and periodicals, the records of courts, deeds, wills and other legal documents, the sermons of preachers, the books of merchants and other men of business, and correspondence of all sorts. In the year ending June 30, 1886, in our American post-offices there were sold 1,147,906,400 two cent postage stamps, 152,742,250 stamped envelopes; the aggregate of all stamps, stamped envelopes, wrappers and cards was 2,342,364,871. Adding the postage of Great Britain, it is likely that three billions of written communications in English pass through the mails in that year. One-sixth of the labor of writing is well worth saving.

Second. The defects in English orthography constitute an impediment in education. The Honorable J. H. Gladstone has carefully collected the statistics of the English schools, and he finds that the average time allotted to spelling, reading and dictation is 32.2 per cent of the time devoted to secular instruction. An average English child spending eight years in school spends 2,320 school hours in these exercises. He concludes that 720 hours of spelling lessons might be dispensed with if our spelling were simplified. And further, upon comparing the schools in England with those of Italy, Germany, and other countries, he is convinced that "if English orthography represented English pronunciation as closely as the Italian does, at least half the time and expense of teaching to read and spell would be saved. This may be taken as 1,200 hours of a lifetime, and as more than half a million of money [\$2,500,000] per annum for England and Wales alone. * * * In the elementary schools of Italy, though the aggregate time of schooling is shorter, the children learn much about the laws of health, and domestic and social economy. In Germany they acquire considerable knowledge of literature and science, and in Holland they take up foreign languages. It is lamentable how small a proportion of our scholars ever advance beyond the mere rudiments of learning; a circumstance the more to be regretted as they will have to compete with those foreign workmen whose early education was not weighted with an absurd and antiquated orthography."

The commission has requested a sum of the superintendents of schools in this Commonwealth to furnish them the statistics of our schools. They agree substantially with those published by Mr. Gladstone. The views of the Hon. James McAllister, the superintendent of the schools of Philadelphia are contained in Appendix A. A communication is also added from the Hon. W. T. Harris, for many years superintendent of the schools in St. Louis, in which he gives an account of an improved system of printing reading books used in these schools, by which time is gained for the pupils.

To this may be added the testimony of Prof. W. D. Whitney:

There is one dominant, practical reason for a reform of our orthography, and it is this—the immense waste of time and effort involved in learning the present irregular spelling. It is the generations of children to come who appeal to us to save them from the affliction which we have endured and forgotten. It has been calculated over and over again how many years are, on an average, thrown away in the education of every child, in memorizing that intricate tangle of rules and exceptions which constitutes English so-called orthography, and how many millions of money are wasted

in the process on each generation; and it has been pointed out how imperfect is the result reached; how many learners never get out of the stage of trying to learn to spell; how much more generally the first step in education, reading, could be successfully taken, if we had a purely fonetic way of writing. How many grow puzzled over this dreadful difficulty at the outset, and lose courage and inclination to go further, perhaps even teachers do not fully realize. This, then, it seems to me, is the ground on which the urgency of spelling reform rests. This is the positive thing to be insisted on and strengthened by new testimonies and statistics, and pressed home upon the unbelieving and the careless, and brought to the full realization of those whose imagination is too sluggish to let them see it for themselves. This is the reformer's offensive weapon; elsewhere he may fairly stand on the defensive, simply warding off the objections urged against his work from the various points of view of the conservatives, who are quite unaware that they are conservatives purely, and fancy that they have great principles to defend.

Prof. Max Müller also, in an article in favor of spelling reform, says that the highest point attempted in the new schools was that the pupil should be able to read with tolerable ease and expression a passage from a newspaper, and spell the same with tolerable accuracy. About 200,000 complete the course every year. Ninety per cent of these leave without reaching the grade just mentioned. There are five lower grades. Eighty per cent fall short of the fifth grade, and 60 per cent fall short of the fourth. The bulk of the children, therefore, pass through the government schools without learning to read and spell tolerably. The time and money which were to have educated the new masters of England are wasted in a vain attempt to teach them to read and spell.

Dr. Morell, one of Her Majesty's inspectors of schools, points out very clearly the cause of this failure:

The main difficulty of reading English arises from the intrinsic irregularity of the English language. A confusion of ideas sets in in the mind of the child respecting the powers of the letters, which is very slowly and very painfully cleared up by chance, habit, or experience, and his capacity to know words is gained by an immense series of tentative efforts. * * * It appears that out of 1,972 failures in the civil service examinations, 1,866 candidates were plucked for spelling—that is, eighteen out of every nineteen who failed, failed in spelling. It is certain that the ear is no guide in the spelling of English, rather the reverse, and that it is almost necessary to form a personal acquaintance with each individual word. It would, in fact, require a study of Latin, French, and Anglo-Saxon to enable a person to spell with faultless accuracy, but this, in most cases, is impossible.

Max Müller enforces it in this wise:

The question, then, that will have to be answered sooner or later is this: "Can this unsystematic system of spelling English be allowed to go on forever?" Is every English child, as compared with other children, to be mulcted in two or three years of his life in order to learn it? Are the lower classes to go through school without learning to read and write their own language intelligently? And is the country to pay millions every year for this utter failure of national education? I do not believe or think that such a state of things will be allowed to go on forever, particularly as a remedy is at hand. I consider that the sooner it is taken in hand the better. There is a motive power behind these fonetic reformers which Archbishop Trench has hardly taken into account. I mean the misery endured by millions of children at schools, who might learn in one year, and with real advantage to themselves, what they now require four or five years to learn, and seldom succeed in learning after all.

The following is an account of Leigh's system in St. Louis, by Hon. W. T. Harris, superintendent in St. Louis, 1868-1881:

The irregularities in English orthography are, as is well known, the cause of a wide departure on the part of our elementary education, from what exists in other countries, where English is not spoken. In Germany or Italy the child can correctly spell any word he hears, or pronounce any word he sees, after he becomes familiar with the powers of the letters of his alphabet. Hence, the foreigner spends a very small portion of his time in learning to spell his own language, while if he would learn to spell our English language correctly, he must give years of study to it. And what is worst of all, this study is only an exercise of the memory, and not a cultivation of the reason or of the power to think. There are few general principles or suggestive analogies to lighten the burden. The American child must spend a large portion of his school days learning, one by one, the peculiar combinations of the written words of his language.

It is found to be a great saving of time to learn to read by a phonetic alphabet first, and then change to the ordinary alphabet by degrees. The modified alphabet invented by Dr. Edwin Leigh has now been in use with us many years and still gives as great satisfaction as in the first years of its adoption. It is desirable that the child which is just beginning his education should have something consistent and logical, methodical and philosophical, to employ his mind upon, rather than something without either analogy or system, for these first impressions have sometimes the power to change and fix the whole bent of the mind. Dr. Leigh's method of teaching reading by a modified alphabet was introduced into the schools of St. Louis in 1866. By this system the child has an alphabet in which each character represents one sound uniformly. Its only defect is that it has more than one character for the same sound. This would be a defect in a perfect alphabet; but in an alphabet designed merely as an introduction and preparatory step for the ordinary spelling, it is a great advantage. With this modified alphabet of Dr. Leigh we find the following advantages:

1. Gain of time—a saving of one year out of the two years usually occupied in learning to call off easy words at sight.

2. Distinct articulation, the removal of foreign accent and of local and peculiar pronunciations.

3. The development of logical power of mind in the pupil. He can safely be taught to analyze a word into its sounds and find the letters representing them, whereas with the ordinary orthography it is an insult to his reason to assure him that a sound is represented by any particular letter. Hence analytical power is trained by the phonetic method, instead of mere memory, from the day of his entrance into school—and analytical power is the basis of all thinking activity.

“The logical inconsistency of the ordinary alphabet makes the old system a very injurious discipline for the young mind. The earliest studies should be the most logical and consistent. One does not realize how absurd our alphabet is until he finds that of the six vowels, A has 8 uses, E 8, I 7, O 12, U 9, Y 3, so that the single vowels have collectively 47 uses, giving an average of $7\frac{1}{2}$ apiece. Among the consonants, B has two uses (counting the silent ones), C 6, D 4, F 3, G 4, H 3, J 5, K 2, L 3, M 3, N 3, P 2, Q 3, R 2, S 5, T 5, V 2, W 2, X 5, Y 2, Z 4; i. e., 21 consonants have 70 uses, averaging $3\frac{1}{2}$ apiece. It is easy to show how many different pronunciations a word may have by permutation. But while there is much difficulty in determining the proper pronunciation from the spelling it is still more difficult to ascertain the proper letters for the spoken word from analogy. The sound of E in *mete* has no less than 40 equivalents in the language, A in *mate* has 34, A in *father* 2, A in *fall* 21, E in *met* 36, etc. Thus it happens that the word *scissors* may be spelled 58,365,440 different ways and still have analogies justifying each combination. The word *scissors* being composed of six elementary sounds, the first one (S) is represented in 17 different ways, the second 36, the third 17, the fourth 33, the fifth 10, the sixth 17; it results

that there are $17 \times 36 \times 17 \times 33 \times 10 \times 17$ different modes of spelling scissors. (See A. J. Ellis' Plea for Phonetics.)

The fact that one is never quite sure of the pronunciation of a new printed word he has never herd pronounced, and never quite sure of the spelling of a word he has only herd pronounced, and not seen in print, is sufficient to prove the illogical and capricious character of our orthograpy. In place of this complexity and inconsistency, the fonetic system substitutes simplicity and consistency. The child seizes elements from the start. Analysis and synthesis—the complementary processes of the thinking activity—ar reacht at the beginning; and what the child lerns the first year is now found to place him more than a year in advance of his former status, for the reason that his quickend intelligence has been disciplind to seize subjects in a correct manner. With these considerations the fact wil not seem strange that pupils who ar taught to read fonetically make better arithmetic and grammar scolars and ar more wide awake and attentiv, have finer discriminations—in short, ar more distinguisht in those traits of mind that flow from analytic training.

These views hav been presented in my reports as superintendent of the schools of St. Louis. (See especially the reports for 1870-71, pp. 225, 227, and 1876-77, pp. 182-185.) We claimd that we saved a year in lerning to read, and as the same system is stil in use in St. Louis after twenty years, and the claim is stil made for it, I consider the question setld.

Mr. Gladstone says the fonic system of Dr. Edwin Leigh has been carried out in America on so extensiv a scale that its results may be accepted as very valuabl, if not conclusiv. In Sir Charles Reed's report he states: "In Boston, where the children hav not more than four of five years' schooling, the uniform result is a saving of half the time, two years' work being done in one." Similar estimates hav been made by the scool boards of St. Louis and Washington, and by the educational authorities of Illinois, Iowa, and other States. This report is found in the Blue Book on the Philadelphia International Exhibition. Similar methods ar found serviceabl in overcuming the difficulties presented by French orthograpy. In the scools of Paris there ar in use at the present moment three different systems sumwhat analogous to those alluded to in the text. They ar the Méthode Régimbeau, the Méthode Néel, and La Citologie, by H. A. Dupont. (Spelling Reform, by J. H. Gladstone, p. 12.)

Sumwhat similar results may be obtaind by using any fonetic alfabet with beginners and passing from it to common reading. But these ar only ingenious ways of lessening difficulties of lerning our irregularities of spelling, difficulties which do not exist in a wel spelt language.

THE TEACHERS.

The members of the American Philological Association ar most of them teachers, and many ar activ members of teachers' associations. The action in the Philological Association in 1875 was immediately followd by responses from the teachers of Pennsylvania and New Jersey. In August of that year a paper was red before the State Teachers' Association of Pennsylvania setting forth the action of the filologists. The response of the professors of normal schools and other leaders was

that they had supposed that the present spelling was retained to please the filologists; if they did not want it, certainly nobody else did.

The following resolution was adopted without dissent:

Resolved, That we hail with pleasure the contemplated change in the method of spelling, and that we will most heartily cooperate with and aid any feasible plans for bringing about so desirable a result; also, that a committee of five be appointed to confer with that raised by the Philological Convention for a like purpose, and that, if deemed advisable, said committee be instructed to memorialize the legislature to aid the work by legal enactments.

The committee consisted of Prof. F. A. March, of Lafayette College; Hon. J. P. Wickersham, State superintendent of education; and (from State normal schools) E. B. Fairfield, A. N. Raub, and W. W. Woodruff.

Similar action followed in the State Teachers' Convention of New Jersey.

In July, 1877, the State Teachers' Association of New York appointed a committee to ask the legislature of that State to create a commission to inquire into the reform, and report how far it may be desirable to adopt amended spelling in the public documents and direct its use in the public schools.

The Ohio State Teachers' Association also took action in favor of the reform.

In 1878 the following memorial was prepared:

*To the honorable the Senate and House of Representatives
of the United States in Congress assembled:*

This memorial of the undersigned, members of the American Philological Association and others, respectfully represents that it is currently stated by leading educators that the irregular spelling of the English language causes a loss of two years of the school time of each child and is a main cause of the alarming illiteracy of our people; that it involves an expense of hundreds of millions of dollars annually for teachers and for writing and printing superfluous letters, and that it is an obstacle in many other ways to the progress of education among those speaking the English language, and to the spread of the language among other nations.

It further represents that leading educators, among whom are many teachers of much practical experience, and associations of learned scholars declare it possible to reform our spelling and have proposed schemes of reform.

The prayer of your memorialists therefore is that your honorable body may see fit to appoint a commission to examine and report how far such a reform is desirable, and what amendments in orthography, if any, may be wisely introduced into the public documents and the schools of the District of Columbia and accepted in examinations for the civil service, and whether it is expedient to move the Government of Great Britain to unite in constituting a joint committee to consider such amendments.

And your memorialists, as in duty bound, will ever pray, etc.

It was headed by the members of the spelling reform committee: F. A. March, chairman, Lafayette College; W. D. Whitney, Yale College; J. Hammond Trumbull, Yale College; F. J. Child, Harvard College; S. S. Haldeman, University of Pennsylvania.

Then follow the other ex-presidents of the American Philological Association: Howard Crosby, president of the University of New York; W. W. Goodwin, Harvard College; A. Harkness, Brown Uni-

versity; J. B. Sewall, Bowdoin College; and C. H. Toy, president of the association.

It is also signed by filologists and professors in the following universities and colleges: Bowdoin College, Me.; Dartmouth College, N. H.; Amherst College, Mass.; Andover Theological Seminary, Mass.; Harvard College, Mass.; Phillips Academy, Mass.; Williams College, Mass.; Brown University, R. I.; University Grammar School, R. I.; Trinity College, Conn.; Yale College, Conn.; Hopkins Grammar School, Conn.; Cornell University, N. Y.; Rochester Theological Seminary, N. Y.; University of New York, N. Y.; Princeton College, N. J.; Franklin and Marshall College, Pa.; Lafayette College, Pa.; University of Pennsylvania, Pa.; Haverford College, Pa.; Washington and Jefferson College, Pa.; Johns Hopkins University, Md.; St. John's College, Md.; Hiram College, Ohio; Marietta College, Ohio; State University, Ohio; Wesleyan University, Ohio; Wooster University, Ohio; Illinois Industrial University, Ill.; Northwestern University, Ill.; Shurtleff College, Ill.; Adrian College, Mich.; Michigan University, Mich.; Iowa College, Iowa; Cornell College, Iowa; Lawrence University, Wis.; Central College, Mo.; Baptist Theological Seminary, Ky.; Logan Female Institute, Ky.; Vanderbilt University, Tenn.; East Tennessee University, Tenn.; University of Virginia, Va.; University of Alabama, Ala.; University of Mississippi, Miss.; State Agricultural College, Oreg.; Agricultural and Mechanical College, Tex.; the United States Naval Observatory, Washington, &c.—about fifty leading colleges.

These colleges, it should be noticed, are those interested in the Philological Association. The memorial was not sent out to colleges in general.

In many colleges the professors interested themselves to obtain other signatures, and the names of the most active and efficient presidents of colleges—like Dr. Crosby, of New York; Chamberlain, of Bowdoin; Chadbourne, of Williams—appear on the roll.

The University of Mississippi appointed a committee to consider the propriety of uniting in the memorial, the chairman of which was Prof. J. D. Johnson, LL. D., well known as one of the foremost Anglo-Saxon scholars in the South. They made an able report in favor of action, which has been printed.

But the Industrial University of Illinois seems to be the banner institution. It was reported that the whole of its faculty and almost all of its 300 students were in favor of the reform, and organized as a spelling reform association for immediate amendment of their own spelling and general missionary work.

The memorial was brought before the American Institute of Instruction, which resolved to unite in it. Ten thousand teachers were said to be at the meeting.

The third annual meeting of the Spelling Reform Association was held with the National Educational Association at Philadelphia, as a

department of that association, and several later meetings have been held with them. The reform has also been before the National Educational Association in papers and discussions at many meetings up to 1892, and the amended spelling with new types has been used in some of their publications.

The department of public instruction of the city of Chicago took up the matter, and its board of education unanimously adopted a resolution—

That the secretary of this board correspond with the principal school boards and educational associations of the country with a view to coöperation in the reform of English spelling.

A circular letter was accordingly issued in December, 1878, asking such boards to unite in the memorial to Congress, and it received many favorable responses.

During the Christmas holidays in 1878 a large part of the teachers and school officers, and, indeed, of all persons interested in education in this country, had their attention turned to the spelling reform. The State Teachers' Associations met in many States, and in those in which they did not there were very general meetings of county institutes or other smaller associations. At these meetings this year almost everywhere papers were read and discussions had on this reform. These were reported in educational and other papers, and in many places followed by other articles on the subject.

The Massachusetts Teachers' Association met at Worcester December 26. J. A. Allen read a paper on "Spelling reform," which provoked a lively discussion and led to the appointment of a committee to coöperate with the American Philological Association in memorializing Congress for the establishment of a commission to investigate the orthography of the English language and report upon reforms in it. The report was adopted, and Messrs. D. B. Hagar, Salem; N. T. Allen, Newton; B. F. Tweed, Boston; A. P. Stone, Springfield; A. G. Boyden, Bridgewater, were appointed.

The Illinois State Teachers' Association met at Springfield December 26. Dr. Willard, of the Chicago High School, read a paper on "How to systematize English orthography." A discussion followed, and a committee on spelling reform was appointed, to report next year.

The Iowa State Teachers' Association passed the following:

Resolved, That we heartily approve the action of the Philological Association in asking of Congress a commission to examine into the desirability of reform in English spelling.

The Michigan State Teachers' Association had the spelling reform brought before them by E. O. Vaile, editor of the Educational Weekly, Chicago.

In Indiana and Wisconsin it was also up. It is said in a report to the legislature of Wisconsin on the subject that "nearly 400 residents of Wisconsin, officers and professors in our colleges and teachers in

our public schools, have united in a memorial to Congress asking the appointment of a national committee."

The State Teachers' Association of Missouri not only past resolutions in favor of reform, but also resolved to have its proceedings printed in amended spelling.

In Maryland and Virginia also favorable action has been taken. The Educational Association of Virginia is a very strong body. It has among its active members many of the eminent professors of the University of Virginia and its other literary institutions. A committee on the reform was appointed in 1878. It made an elaborate report at the annual meeting in July, 1879, and, in accordance with the recommendations of the report and after an interesting discussion, the following resolutions were adopted:

Resolved, (1) That a committee be appointed with instructions to request the Virginia representatives in Congress to use their influence to secure favorable action on the memorial in behalf of spelling reform to be presented to that body, and also to bring the matter to the attention of the Virginia legislature and secure such action as may seem to them advisable.

(2) That a permanent committee on spelling reform, consisting of three, be appointed.

As a specimen of the action of the county institutes we give the following:

Resolved, That we (the teachers of the Schuylkill County Institute, Pa.) endorse the last annual appeal of the American Philological Association to teachers, editors, and the intelligent public to make a beginning in the reform of dropping the useless *e* in the words *have*, *give*, and *live*.

The Northampton County Institute, Pennsylvania, passed in substance the resolution recommended in the Chicago circular in favor of requesting our legislatures, State and national, to appoint commissions to investigate and report what can be done to simplify our spelling.

Similar interest and action are kept up among the teachers. A great number of petitions to Congress are sent in by teachers, in favor, for example, in 1891-1892 of the Durbin bill. See page 46. And they have discussions and pass resolutions year after year.

STATE LEGISLATION.

The conservative old State of Connecticut led the way in legislation on this subject. In the session of 1875 the following joint resolution passed both houses without dissent:

Resolved by this assembly, That the governor be, and he hereby is, authorized to appoint a commission, consisting of six competent persons, who shall examine as to the propriety of adopting an amended orthography of the public documents hereafter to be printed, and how far such amended orthography may with propriety be adopted, and report thereupon to the next session of the general assembly; that such commission shall receive no compensation for its services. Approved July 20th, 1875.

The governor appointed Senator W. W. Fowler, by whom the resolution was offered; Profs. W. D. Whitney and J. H. Trumbull, of Yale

College; Hon. B. G. Northrop, secretary of the board of education; and Professors Hart, of Trinity College, and Van Benschoten, of Wesleyan University. This commission was continued by the legislature in the hope that concurrent action might be taken by other States.

At the session of 1877-'78, the legislature of Wisconsin appointed W. C. Whitford, superintendent of public instruction, with four others, a commission on the subject. They made a report in January, 1879, which was prepared by Senator George H. Paul, of Milwaukee. It is a comprehensive and impressive argument in favor of the reform and of State action to promote it. It proposes that the superintendent of public instruction be authorized to supply the schools of the State with a dictionary embodying an amended orthography in connection with the present approved orthography.

The reform has also been brought before the legislatures of Iowa and Massachusetts, but action has not been taken upon it.

At the session of 1876 of the legislature of Pennsylvania a similar joint resolution was passing without dissent, when it was noticed too late for amendment that it must have the form of a bill. It was passed in the session of 1877-'78, after some good remarks by Senators Fisher and Allen.

Similar action was taken in 1887, and a commission appointed by Governor Beaver, consisting of F. A. March, LL. D., chairman; Thomas Chase, LL. D. (Harvard), ex-president of Haverford College, member of the American Committee on the Revision of the New Testament; Rev. H. L. Wayland, D. D. (Brown), ex-president of Franklin College, editor of the "National Baptist;" Hon. James W. Walk, A. M. (Lafayette), M. D. (University of Pa.), house of representatives of Pa., general secretary of the Society for Organizing Charity; Arthur Biddle, esq., A. B. (Yale); Samuel A. Boyle, esq., executive department, Harrisburg, Pa., secretary.

This commission, after a number of sittings at which hearings were given to parties interested, made a unanimous report (April 8, 1889) which has been printed by the legislature (Harrisburg, 1889, pp. 37). It is quoted on page 34.

The report concludes as follows:

Without venturing to recommend any of these, or any orthographic novelties, the commission would call attention to the fact that many words are spelt in two ways in our dictionaries, and that it is therefore necessary for a choice to be made between the different spellings. We find *honor* and *honour*, *traveler* and *traveller*, *comptroller* and *controller*, and hundreds of such pairs. In these words one way of spelling is better than the other on grounds of reason, simpler, more economical, more truthful to sound etymology and scientific law.

The commission respectfully submits that the regulation of the orthography of the public documents is of sufficient importance to call for legislative action, and recommends that the Public Printer be instructed, whenever variant spellings of a word are found in the current dictionaries, to use in the public documents the simpler form which accords with the amended spelling recommended by the joint action of the American Philological Association and the English Philological Society.

The American Philosophical Society of Philadelphia appointed (January 6, 1888) a committee consisting of Patterson DuBois, Henry Phillips, jr., and James McAlister, then superintendent of public schools, to assist the State commission in their investigation of the subject. The committee presented a report (April 5, 1889) which has been printed (Philadelphia, 1889), and was also incorporated in the report of the State commission as an appendix. It discusses the questions: "1. What is spelling?" "2. What is English spelling?" "3. Is reform desirable?" giving the reasons why it is desirable; "4. Is reform feasible?" answering that it is feasible; and concludes with a recommendation that the society approve the recommendations of the commission (as already given). The report was adopted and the committee continued. The report is a very valuable discussion, thorough and convincing, and carries great weight from the authority of the society, and of the members of the committee.

SPELLING REFORM BEFORE CONGRESS.

The memorial to Congress has been mentioned, p. 39. Hon. A. H. Stephens, of Georgia, who was warmly interested in the reform, took charge of it. To this the reformers lookt for a joint commission of the English-speaking countries, who may give authority to amendments, so far as that is possible. April 27, 1880, Mr. Ballou, of Rhode Island, of the House Committee on Education and Labor, reported

A BILL to constitute a commission to report on the amendment of the orthography of public documents.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That a commission is hereby constituted, to consist of seven commissioners to be appointed by the President, who shall examine the orthography used in the public documents and in the public schools of the District of Columbia, and inquire how much its defects increase the cost of the public printing and how far they are an impediment to the acquisition of the English language and to education, and inquire what amendments in orthography, if any, may be easily introduced into the public documents and the schools of the District of Columbia and accepted in the examinations for the civil service, and whether it is expedient to move the Government of Great Britain to unite in constituting a joint commission to consider such amendments; and the commission shall report to Congress at its next session.

The committee reported in favor of the bill, and expressed confidence that it would pass when it should be reached.

It was never reached.

In the Fiftieth Congress, February 7, 1888, Mr. Warner, of Missouri, introduced in the House, by request, a bill for the appointment of a commission on reform in orthography, providing for the appointment of three commissioners to report to Congress whether there is any practical system of orthography for the English language simpler than that now in use; the commissioners to be distinguished scholars, and to be paid twenty-five dollars a day for their services. The bill was never heard of again.

After the joint rules for amended spelling were adopted by the Philological Associations of England and America, as given on page 27, Hon. Chas. S. Voorhees introduced a bill in the Fiftieth Congress 1887-1889, enacting this amended spelling "as correct."

The bill prescribes that it shall take effect upon all the schools of the Territories and those of the District of Columbia, and upon the military and naval academies and the Indian and colored schools in the Territories. It declares, furthermore, that any officer, school director, committee, or teacher in control of any school described in this act, who shall refuse or neglect to comply with the requirements of the act shall be removed from office. The bill went to the Committee on Education.

Another resolution on the subject of spelling reform was introduced in the House of Representatives, January 13, 1890, by the Hon. Frank Lawler, of Chicago. It is as follows (H. R., Fifty-first Congress, first session, Mis. Doc. No. 76):

Resolved by the House of Representatives (the Senate concurring), That the Public Printer be and is hereby directed in all works for Congress and for the Departments begun after the passage of this resolution, to adopt the following rules for amended spellings, except in educational and other works where a different orthography may be required.

First. Drop *ue* at the end of words like dialogue, catalogue, etc., where the preceding vowel is short. Thus spell *demagog*, *epilog*, *synagog*, etc. When the preceding vowel is long, as in prorogue, vogue, disemboogie, retain final letters as at present.

Second. Drop final *e* in such words as definite, infinite, favorite, etc., when the preceding vowel is short. Thus spell *opposit*, *preterit*, *hypocrit*, *requisit*, etc. When the preceding vowel is long as in polite, finite, unite, etc., retain present forms unchanged.

Third. Drop final *te* in words like quartette, coquette, cigarette, etc. Thus spell *cigaret*, *roset*, *epaulet*, *vedet*, *gazet*, etc.

Fourth. Drop final *me* in words like programme. Thus spell *program*, *oriflam*, *gram*, etc.

Fifth. Change *ph* to *f* in words like phantom, telegraph, phase, etc. Thus spell *alfabet*, *paragraf*, *filosofy*, *fonetic*, *fotograf*, etc.

Sixth. Substitute *e* for the diphthongs *æ* and *œ* when they have the sound of that letter. Thus spell *eolian*, *esthetic*, *diarrhea*, *subpena*, *esofagus*, *atheneum*, etc.

N. B.—No change in proper names.

Hon. W. Mutchler introduced a resolution instructing the Public Printer to use the simplest forms found in the current dictionaries.

The two resolutions were referred to the Committee on Printing. A hearing was appointed, and before the hearing the following petition, circulated by the Rev. Dr. H. L. Wayland and other reformers, and signed by many persons, was presented:

To the Senate and House of Representatives in Congress assembled:

Your petitioners would respectfully represent that our present American orthography, though much improved within the last hundred years, is cumbersome, illogical, unhistorical, and misleading; that millions of dollars are wasted each year in writing and printing unnecessary letters, while the progress of our children in their education is greatly retarded by the difficulties in the way of learning to spell. Your petitioners recognize the fact that in the future, as in the past, changes in our

written language must be made by gradual steps. The modifications herein suggested have the indorsement of the highest scholarship in the land, and, if adopted, would serve as an entering wedge for the introduction of other reforms. Your petitioners believe, moreover, that these changes should be made at once in the printing done for the Government; and they therefore pray that your honorable body will adopt the following resolution which was offered in the House of Representatives January 13, 1890 (etc.).

The hearing took place March 27, 1890. Prof. F. A. March, chairman of the Standing Committee on the Reform of English Spelling of the American Philological Association, and president of the Spelling Reform Association; the Hon. William T. Harris, Commissioner of Education; the Rev. Dr. H. L. Wayland, editor of the *National Baptist*; Prof. Alexander Melville Bell, the inventor of "Visible Speech;" Prof. W. B. Owen, of Lafayette College; Patterson DuBois, of Philadelphia, and others spoke in favor of the resolutions, or of such action as Congress might properly take, as a matter of public policy, in the direction of simplified spelling, most of them recommending general regulativ action rather than the specification of new spellings.

At a subsequent meeting, at which the abuv-named gentlemen were not present, Mr. A. R. Spofford, Librarian of Congress, spoke against the resolutions. The hearings served to bring the subject before Congress and the public, but the Congressional committee made no report.

A similar resolution, presented by Hon. A. C. Durborow, jr., is before the Fifty-second Congress, 1891-'93, and urged by similar petitions.

REGULATIV ACTION.

Many of the filologists do not think it wise to ask Congress to enact the spelling of particular words, but think a board of experts should be given authority to decide, and do not think it wise at present to urge the adoption of new spellings upon Congress, but only the regulation of variant spellings. There are several thousand words which have more than one spelling in the dictionaries. One of these is the best, the simplest, the most economical, the most truthful to sound etymology and scientific law. The Public Printer should use the best.

It was with a view to give this selection the sanction of law that Hon. William Mutchler, of Pennsylvania, introduced in the House of Representatives of the Fifty-first Congress, the resolution proposed by the Pennsylvania commission, as quoted on page 43, instructing the Public Printer, whenever variant forms of a word are found in the current dictionaries, to use the simplest forms recommended by the Philological Associations.

This resolution was advocated before the Committee on Printing by eminent scholars and approved by many members of Congress. It was brought before the Fifty-second Congress by Mr. Mutchler, who offered it as an amendment to a more general bill regulating the public printing. It was adopted as an amendment, and into that form passed both

houses of Congress without serious opposition. But a disagreement arose between the houses upon some other provisions of the bill, and it was referred to a committee of conference, who did not report it back.

This resolution would vest the Public Printer with authority to examine personally or by experts the variant spellings of the dictionaries, and decide which is simplest and most accordant with filological law.

Meantime the variant spellings of geographical names have proved so embarrassing to the Executive Department that the President has directed the regulation of them.

REGULATION OF GEOGRAPHIC NAMES BY U. S. BOARD.

On September 4, 1890, the President of the United States, at the instance of officers of the United States Coast and Geodetic Survey, the Geological Survey, and other departments, issued an executive order establishing a "United States Board of Geographic Names," with Prof. Thomas G. Mendenhall, Superintendent of the Coast and Geodetic Survey, as chairman, and representatives of the Department of State, the Treasury Department (Light-House Board), the War Department (Engineer Corps), the Navy Department (Hydrographic Office), the Post-Office Department, the Smithsonian Institution, the Coast and Geodetic Survey, and the Geological Survey, as members.

The executive order contains the following:

To this Board shall be referred all unsettled questions concerning geographic names which arise in the Departments, and the decisions of the Board are to be accepted by these Departments as the standard authority in such matters.

Department officers are instructed to afford such assistance as may be proper to carry on the work of this Board.

The method by which the Board disposes of any question brought before it is described in the first bulletin as follows:

In disposing of any question which is brought to the attention of the Board the following plan is pursued: It is first referred to the executive committee. * * * This committee is charged with the thorough investigation of the question, and is expected to consult authorities and to make use of such assistance as it may find anywhere available. A résumé of the results of such investigation, together with a recommendation, is made to the Board at a regular meeting, and after discussion the decision is reached by a vote.

The spelling of geographic names that require transliteration into Roman characters should represent the principal sounds of the word as pronounced in the native tongue, in accordance with the sounds of the letters in the following system. An approximation only to the true sound is aimed at in this system. The vowels are to be pronounced as in Italian and on the continent of Europe generally, and the consonants as in English.

The first bulletin of the Board was issued December 31, 1890. It embraces about 300 names, the greater portion of which relate to the towns, rivers, and islands of Alaska.

The Board has already received much assistance from correspondents, and it invites the help of all geographers, historians, and scholars. Altho

its decisions are binding on government officers only, it hopes that they may be followed by the public generally, especially by map and textbook publishers. Copies of its bulletins may be had by addressing the Secretary of the Board, Lieut. Richardson Clover, Hydrographic Office, Navy Department, Washington, D. C.

The establishment of this Board has been the object of many congratulations. Its action is in harmony with that of the Royal Geographical Society of England and its alphabet agrees with that of the Philological Associations.

REGULATION OF CHEMICAL WORDS.

Complaints have been made for years by chemists that so many chemical words are pronounced and even spelled differently. This source of annoyance at last became so pronounced that the chemical section of the American Association for the Advancement of Science in 1887 determined to see what could be done to simplify things. Accordingly a committee consisting of Drs. T. H. Norton, Edward Hart and H. Carrington Bolton was appointed to look into the "spelling and pronunciation of chemical words." Dr. James Lewis Howe was afterward added to the committee. This committee made three annual reports of progress, and in 1891 a fourth and final report was made, adopted by a very large majority, and the committee discharged. The recommendations made have been favorably received and widely adopted. The amended terms are given as preferred forms in the Standard Dictionary of Funk and Wagnalls. They are now used entirely by one chemical journal, have been published in chart form by the U. S. Bureau of Education, and have been adopted in a number of books published since.

It is hoped that a United States Board of Scientific Terms may be established of government scientists in chemistry and other natural sciences, with authority to decide between variant forms of scientific terms, and ultimately between all variants.

Memorials to this effect are now receiving signatures and will soon be presented to the President.

THE PRESS. DISCUSSION.

The educational journals and the organs of the craft have been specially interested. The Educational Weekly of Chicago and the New-England Journal of Education have had spelling reform departments. Communications and other articles have been frequent in many journals, in The New York Times, for example, The Chicago Tribune, and The St. Louis Republican, and in The Electrotyper, The Type Founder, The Quadrat, The Electrotype Journal, and the like.

More elaborate articles have been published in the Galaxy, the Atlantic, The Independent, Scribner's Monthly, the Princeton Review, the Athenæum, the Academy, The Fortnightly Review; in the proceedings of the Spelling Reform Association, the Philological Association,

the American Institute of Instruction, the National Educational Association, and in books like Max Müller's *Chips from a German Workshop*, Whitney's *Oriental and Linguistic Studies*, Hadley's *Philological and Critical Essays*, and Ellis's *Works*. Two important books have been wholly devoted to fonetics and spelling reform: *A Handbook of Phonetics*, by Henry Sweet, president of the Philological Society of England, and *Spelling Reform from an Educational Point of View*, by Hon. J. H. Gladstone; and other and bigger books have been published on the subject. Prof. J. L. Johnson, of the University of Mississippi, and Prof. L. H. Carpenter, of the University of Wisconsin, leading Anglo-Saxon scholars, have published in favor of reform. So has Prof. Edward North, of Hamilton College.

Steiger's *Year Book of Education* gives a full account of spelling reform in the article "Orthography."

The subject has been discussed at some of the conventions of the Press Associations, and has called out eloquent speeches and admirable resolutions. The following were unanimously adopted by the Missouri Press Association at Sedalia, May, 1880:

Whereas the irregularities of English orthography are a great obstacle to the progress of the people; and

Whereas silent letters alone add about 25 per cent to the cost of all writing and printing; and

Whereas editors, statesmen, scholars, teachers, and philanthropists throughout the English-speaking world are making earnest efforts to amend and simplify our spelling: Therefore

Be it resolved by the Missouri editors in convention assembled, That (1) we heartily sympathize with the earnest efforts which are being put forth to simplify English orthography; (2) we will aid and encourage one another to begin and make such gradual changes in spelling as are recommended by the American Philological Association and the Spelling Reform Association.

Publications of Mr. Sweet and his school since 1885 are described on page 56. Prof. Skeat has given a most valuable history of English spelling in his *Principles of English Etymology*.

There has been a great revival of interest in connection with Volapük. It has been thought that English is to be the universal language, and a host of articles, pamphlets, and books have appeared asserting its claims. Most of these treat our present spelling as its chief hindrance. A typical work is "World-English, the Universal Language," by Alexander Melville Bell. He is perhaps the most eminent of all the scientists who have studied fonology. His "Visible Speech" has modified the thought of all students of fonetics. His substitute for Volapük should be something worth while. It is simply standard English fonetically spelled.

Hon. Andrew D. White, LL. D., L. H. D., formerly President of Cornell University, Minister to Germany, etc., urges the same view, as follows:

Two main reasons for the reform strike my mind very forcibly. These are:

First. The fearful waste of time on the part of millions of our children in learning the most illogical mode of spelling, probably, that this world has ever seen; the only real result being to weary them of books and to blunt their reasoning faculties.

Secondly. The barrier which our present system establishes against the most important agent in the rapid civilization and Christianization of the world. The grammar of our English tongue is probably the simplest and easiest known among civilized nations; so much so, indeed, that for a long time it was accepted as a truth that the English language had no grammar. Our language is spreading among the cultured classes in all parts of the world; but, what is more important, it is beginning to take possession of the vast semi-civilized or barbarous nations of the East—China, Japan, India, and the islands of the Pacific.

I have no doubt that, were English orthography simplified, the English language would within a generation or two become the business language of the more active part of all these great nations. The effect of sending out 100,000 missionaries would be but slight when compared with what would be accomplished if our language were thus spread among those nations, and they were thus opened to the treasures of Christianizing and civilizing thought contained in it. These are the two things which I see in the matter, and I rejoice that the leading philologists, as well as all thoughtful practical men, are all ranged on one side.

S. Wells Williams, LL. D., late professor of Chinese in Yale College:

One argument in favor of your efforts is the aid which a better mode of spelling English will give to the millions upon millions of Asiatics who are now learning the language and are to learn it in the future, as the storehouse of the best literature in every branch of human science which they can reach. * * * Our language is to become the *lingua franca* of mankind; and it is hardly worth while to retain all its excrescences in the idea that those who have to master them will think the more of an acquisition which has cost them so much needless labor.

PRINTING WITH NEW TYPES.

It has been mentioned that the Philological Association and the Spelling Reform Association had types cut for the new letters of the alphabet in 1877 and have used them in their publications. In the month of August, 1877, at Chicago, Ill., the Adams, Blackmer & Lyon Publishing Company, O. C. Blackmer, president, began to introduce the alphabet of the Spelling Reform Association into their widely circulated periodical, *The Little Folks*. The letters were introduced gradually in successive months. In 1878 it announced that it contained all the new letters, and claimed that they embarrass no one, but assist in pronunciation.

Prof. F. A. March, president of the Spelling Reform Association, has prepared an A B C book with instructions to teachers in the best methods of teaching the beginnings of reading.

Mr. T. R. Vickroy, director for the Southwest, has prepared a "Reading Book" in full fonetic type and spelling. He also issued (in 1879) the first number of a paper called the *Fonetic Teacher* printed with the same type. The Missouri State Teachers' Association directed the volume of its proceedings for 1879 to be printed in the same alphabet. The minutes and papers of the spelling reform department of the National Educational Association are also printed in it. Articles have appeared in it in the *New-England Journal of Education* and *The Independent*, and specimens in many newspapers and periodicals. Dr. Leigh's school books are well known and widely used. The influence in

favor of new types exerted by the publications of Pitman, Parkhurst, and Longley may also be mentioned. Pitman's Journal is a weekly, with a circulation of some 24,000 copies, published at Bath, England, the greatest power in the world for amended spelling. H. M. Parkhurst publishes The Plowshare in New York now and again. It has reached its thirty-third year. Elias Longley, Cincinnati, is a veteran publisher of fonetic school books, charts, and other useful works. The Phonographic Magazine, edited by Jerome B. Howard at the Phonographic Institute, Cincinnati, gives able support to the reform. A large number of sporadic issues in types invented by enterprising Americans diversify the field of view.

Printing in pure fonetic spelling or with new types seems as yet to be missionary work. It costs a good deal of money, and the returns are mainly sentimental. It is, however, a prime necessity, in order to keep the spelling to be aimed at constantly in view and to guide all partial amendments. It also serves as a key alphabet in pronouncing dictionaries and other works, and as an introductory alphabet in A B C books.

AMENDED SPELLING WITH OLD TYPES.

The rules for dropping silent letters given on pp. 27 and 28, which can be used without new types and without obscuring the words, have found special favor with the printers and they have been used more or less in many of the organs of the craft. The Electrotyper, of Chicago, has adopted the eleven words, and it says further:

This movement, to which The Electrotyper has given adhesion and which it is endeavoring to promote, is gaining strength daily. Our contemporaries of The Type Founder have published a carefully written article upon the subject, which by the way, has been issued in pamphlet form, as one of the bulletins of the Spelling Reform Association; The Electrotyper Journal warmly advocates the reform, and will hereafter conform to the eleven amended spellings recommended by the American Philological Association; The Chicago Specimen publishes the emendations and says that they ought to be adopted at once; The American Newspaper Reporter favors the reform and has published several articles advocating it; The Quadrant, Pittsburg, favors the change and may ultimately adopt it; and few thoughtful printers so far as we can learn have thought to say against the adoption of the emendations recommended.

A number of organs of various social reforms have adopted some of these words. Mr. D. P. Lindsey has printed much in amended spelling.

The Library Journal is doing a good work in the same way.

Scientific specialists are helping by amending technical terms.

C. A. Cutter, the librarian of the Boston Athenæum and the eminent author of the Rules for a Dictionary Catalogue, published by the United States Bureau of Education, put at the head of the bibliography in the Library Journal this note:

The American Philological Association, the only body in the country which can be said to be of any authority in the matter of language, has published a list of ten [eleven] words in which it recommends an improved spelling. With the greater part of the list librarians have no special concern; but with regard to "catalog" I

feel that we are called upon to decide whether we will slavishly follow the objectionable orthography of the past or will make an effort, at a time when there is every chance of its being successful, to effect some improvement. In this case the responsibility lies upon catalogers. The proper persons to introduce new forms of technical words are those artisans who have most to do with them. I shall, therefore, in the following notes (except when quoting) omit the superfluous French *ue*. I am well aware that the unwonted appearance of the word will be distasteful for a time to many readers, including myself; but the advantages of the shorter form are enough to compensate for the temporary annoyance. To bibliographers, who are accustomed to the German "katalog," the effort to get used to "catalog" should hardly be perceptible.

Since that time he has used this spelling entirely. Many other librarians have adopted and use it in their articles and correspondence. The editor of the Journal finds that this influence has spread so fast that he receives more spellings "catalog" than with the *ue*. The president of the American Library Association, having doubts of the wisdom of the change, inquiries were sent to a number of leading librarians asking their opinion. The answers were so encouraging that Mr. Cutter now proposes to adopt the spelling "bibliografi."

The great newspapers, although so many of them were ready to write editorials in favor of reform and admit correspondence occasionally in amended spelling, were naturally slow to take the plunge. It was on the 2d day of September, 1879, that the Chicago Daily Tribune first appeared in amended spelling throughout. Hon. Joseph Medill, its editor, prepared a list of twelve specifications according to which it is printed.

The Home Journal, of New York, on the 17th of September, began to appear printed according to the following rules:

(1) Drop *ue* at the end of words like dialogue, catalogue, where the preceding vowel is short. Thus spell demagog, pedagog, epilog, synagogue, etc. Change tongue for tung. When the preceding vowel is long, as in prorogue, vogue, disemboque, rogue, retain final letters as at present.

(2) Drop final *e* in such words as definite, infinite, favorite, where the preceding vowel is short. Thus spell opposit, preterit, hypocrit, requisit, etc. When the preceding vowel is long, as in polite, finite, invite, unite, etc., retain present form unchanged.

(3) Drop final *te* in words like quartette, coquette, cigarette. Thus spell cigaret, roset, epaulet, vedet, gazet, etc.

(4) Drop final *me* in words like programme. Thus spell program, oriflam, gram, etc.

(5) Change *ph* for *f* in words like phantom, telegraph, phase. Thus spell alfabet, paragraf, filosofy, fonetic, fotograf, etc.

P. S.—No change in proper names.

Mr. S. N. D. North, of the Utica Herald, who presented a paper on the duties of journalists at the July meeting of the Spelling Reform Association, 1879, is said to be at the head of a league of newspapers who are planning joint adoption of still more vigorous amendments. Enthusiastic reformers are looking for a flood.

The new edition of Worcester's dictionary (1881), that most conservative of authorities, gives a large number of amended spellings. Thus *iland* is given in its proper place, and described as the earlier and correct spelling of *island*; and under *island* we find the same statement repeated, with the information that the *s* is ignorantly inserted through confusing it with *isle*, a French word from Latin *insula*. *Rime* is given in its proper place as the correct spelling of *rhyme*, and it is explained that *rhyme* is a modern blunder started by the notion that it is a Greek word like *rhythm*. *Ake* also is restored and *ache* turned over to the Greeklings. So *sithe*, which has been disguised as *scythe*, our Worcester thinks, from an impression that it is from Latin *scindo*. Milton's *sovrán* is down as the true spelling of *sovereign*, an outgrowth of the idle fancy that the word was compounded with *reign*. We are informed that *coud* is the older and better form of *could*; the *l* is an "excrescence" due to the influence of *would* and *should*. The *Tatars* also recover here from the French king's pun by which they were made fiends of *Tartarus*; and so *whole* and *shame-faced* and other like etymological blunders are branded as they deserve.

Since the publishing of the joint rules the New York Independent has opened its columns to articles spelt according to them, and it uses a number of the amended spellings thruout.

The following is its present list arranged alphabetically:

adz	cyclopedia	gram	pony
altho	debonair	gypsy	program
arbor	develop	hectogram (etc.).	quartet
archeology	domicil	honor (etc.).	quintet
ax	duet	houshold	sextet
ay	envelop	mold	sheath
beldam	eon	mustache	story
by	epaulet	myth	sty
catalog	esthetic	novelet	synonym
chlorid	etiquet	omelet	tho
cigaret	facet	oriflam	vedet
coquet	fogy	ox	whisky
cosy	gelatin	parquet	wo
curtesy	good-by	phenix	wreath

A business circular of the Christian Union Company has appeared, signed by Lawson Valentine, the late president, in which spellings like *ar*, *sum*, *cum*, *becum*, *hav*, *devized*, *inclozed*, *bil*, *sel*, *wil*, *givn*, *frend*, *abuv*, *activ*, etc., are used, with a note at the end explaining that these changes in spelling are "recommended for adoption by the American and English Philological Associations."

The Century Dictionary closed the last of its splendid volumes in 1891 with the alphabetic list of words coming under the joint rules, accompanied by a notable introduction from its editor-in-chief, Prof. W. D. Whitney, commending the rules and the amended words to lexicographers of the near future, as having "been recommended by the highest filological authorities in the English speaking world" and as

"more worthy of notice, if a dictionary could discriminate as to worthiness between two sets of facts, than the oftentimes capricious and ignorant orthography of the past."

Funk & Wagnalls, of New York, have issued a prospectus for a Standard Dictionary of the English Language, in which the fonetic alfabet is to be uzed for the pronunciation, and the amended spellings ar to be introduced into the vocabulary. They say:

The adoption of The Scientific Alphabet, recommended by the American Philological Association (the highest authority on the science of language in this country), will be a great aid in pronunciation and a long stride toward simplicity and common sense in the development of the English language. Our dictionary is the first to adopt this authorized aid in pronunciation. It will be seen by the sample pages that this scientific alphabet is used only in indicating the pronunciation of the vocabulary word. The vocabulary word will always be given in the usual or common manner. Hence this scientific alphabet will be no drawback whatever to those who prefer the old method. The American Philological Association, as well as the American Spelling Reform Association, recommends the immediate application of the principles of the spelling reform to some 3,000 words. To each of these words we give, in the dictionary, a vocabulary place. We also give vocabulary places to these words as usually spelt. The dictionary will be conservative, but at the same time will aim to be aggressively right along the lines of reform agreed upon almost unanimously by the leading philologists of America and England.

SPELLING REFORM IN ENGLAND.

The progress of the reform in England has been very much like that in America. In 1876 the National Union of Elementary Teachers, representing some 10,000 teachers in England and Wales, passed almost unanimously a resolution in favor of a royal commission to inquire into the subject of English spelling with a view to reforming and simplifying it. The scool board for London took up the matter and issued a circular asking others to unite in an address to the Education Department in favor of it. The Liverpool and Bradford boards had acted before, and more than a hundred other boards returnd favorabl replies. On Tuesday, May 29, 1877, a conference was held in London, at which Rev. A. H. Sayce, professor of filology, Oxford, presided, and in which the president of the Philological Society, H. Sweet, esq., and Vice-President J. H. Murray, LL. D., and ex-presidents took part, as wel as numerous dignitaries of church and state, leading schoolmasters, and eminent reformers, including Mr. I. Pitman and Mr. Ellis. They spent a day and evening in harmonious discussion and in listening to short addresses, and adopted vigorous resolutions, which they appointed a committee to present to the Department of Education. The convention was a great success and calld forth serious artcils in The London Times, followd, of course, when not preceded, by artcils in the hole periodical press of Great Britain. The deputations waited on the lord president of the council, January 18, 1878. Addresses wer made by Mr. J. H. Gladstone, Dr. R. Morris, Dr. Angus, Mr. Rathbone, M. P., Mr. Richards, M. P., and Mr. A. J. Ellis, F. R. S. The lord president,

the Duke of Richmond and Gordon, in his reply, spoke very emphatically of the importance of the subject. He said:

It is of such vast importance and so large extent that it would not be dealt with in any satisfactory way other than by the Crown's being advised to issue a commission to inquire into the matter.

The main point urged is the relief of the people and the removal of illiteracy. The bulk of the children in the government schools pass through without learning to read and spell tolerably. It is fully recognized that the trouble lies in the irregular and unreasonable spelling of the language.

The Philological Society of England has taken up the reform in earnest. In May, 1880, it appointed a committee to report a list of words in which etymology or history is falsified or injured by the present spelling. Their report was discussed at several meetings, amended, and adopted. After correspondence with the American Philological Association a body of joint rules for amended spelling was adopted. (See pages 26-28.)

A British Spelling Reform Association was organized in 1879, with a formidable array of university professors, members of Parliament, chairmen of school boards, and eminent authors, like Tennyson and Darwin, among its officers. They began with a salaried secretary and a monthly paper.

In 1885 the secretary reported that they had made three alphabets, and were then devoting themselves to obtaining facts about pronunciation.

Our School Phonetic Alphabet, with very few new letters, has passed without exciting interest in any quarter, without even securing enough money to cast the types. Few of us, I may say none of us, regret it.

We have adopted an Old-Letter School Alphabet which does not conflict either with English or Roman values. We hope before long to bring out school books in it, for use in such private schools as may give us an entrance.

We have also adopted an Old-Letter Philological Alphabet. It is a reduction of Mr. Ellis's Palæotype and Mr. Sweet's Romic, combined with Dr. Hunter's Indian Government Spelling. We have since revised this Philological Alphabet, and are now going to reprint it with specimens. You shall have ample information as soon as possible respecting these schemes.

But I think reformers in this country would coincide with your opinion that schemes are of comparatively minor importance. We are trying at present to obtain information respecting the *facts* of English pronunciation, and our future action must be shaped by the answers we may receive to a form of queries now in the press, and shortly to be issued. I send you by this post a rough proof of the queries. ["Queries in Orthoepy, intended to elicit data for a phonetic orthography fulfilling the general principles of the English Spelling Reform Association." The queries cover all the classes of words in which the pronunciation is variable or obscure.]

Coöperation with American reformers is much desired in this country, although our members have not drawn up any resolutions which could be submitted as a basis for union. But owing to the numerous schools and sections within our association, and owing also to the numerous defections of malcontents in earlier times, the Council has always been unwilling to take any action not very generally supported or demanded. We feel that our action is, and will long be, extremely tentative. We do not see how

to make any fonetic spelling with Roman letters a commercial success. Sum of us ar therefore turning to the question of a totally new alfabet, capabl of supplanting the Roman. It is understood that Mr. Sweet has redy proposals of this nature, to be made public in the autumn.

In 1885 Mr. Sweet publisht in German the work referd to, a Primer of Spoken English, in which all the English is givn in fonetic writing representing the colloquial dialect of London. This work excited great interest among filologists and teachers of modern languages. It is intended as an instruction book, to enable foreners to speak English exactly like a Londoner, and it is claimed by the new fonetists that London colloquial is the best of English, and is the standard speech to be represented by spelling reformers. Mr. Sweet's book has been thru several editions, has appeard in English thruout, and many other similar books hav been made for other languages. An Association Phonetique des Professeurs de Langues Vivantes has been formd, with headquarters at Paris, and publishes monthly *Le Maitre Phonetique*.

The National Association of Great Britain for the Promotion of Social Science had this matter before them in a paper by Prof. Newman, red to the Congress at Cheltenham, in October, 1878. It was referd to the Education Department, which raizd a special committee upon it, who hav givn it much attention, and finally past unanimously a resolution in favor of an alternativ method of spelling. They say:

Such an alternativ method would be at onse useful: 1st. For indicating the pronunciation of any word or name that may not be famiilar to ordinary readers. 2d. For teaching the proper pronunciation of words in scools, and thus curing vulgarism. 3d. For representing different dialects or individual peculiarities. 4th. For showing the pronunciation of foren languages. This alternativ method, if generally approved, would gradually becum a concurrent method, and perhaps eventually would displace the present irregular spelling (just as the Arabic numerals hav generally displaced the Roman numerals.) In the mean time it would serv to indicate the direction in which any partial reforms of the current spelling should be made.

They ar in dout about a suitabl authority to initiate action. It wil be rememberd that our memorials to Congress contemplate a joint commission from the guvernments of the English-speaking nations to decide this matter.

Action of international importance took place in 1885. (Academy.)

The Council of the Royal Geographical Society of England hav adopted the following rules for such geografical names as ar not, in the cuntries to which they belong, writn in the Roman character. Theze rules ar identical with thoz adopted for the Admiralty charts, and wil henseforth be uzed in publications of the Society:

(1) No change wil be made in the orthografy of foren names in cuntries which uze Roman letters: thus, Spanish, Portuguese, Dutch, etc., names wil be speld as by the respectiv nations.

(2) Neither wil any change be made in the spelling of such names in languages which ar not writn in Roman characters as hav becum by long usage familiar to English readers: thus, *Calcutta*, *Cutch*, *Celebes*, *Mecca*, etc., wil be retaind in their present form.

(3) The tru sound of the word as localy pronounced wil be taken as the basis of the spelling.

(4) An approximation, however, to the sound is alone aimd at. A system which

would attempt to represent the more delicate inflections of sound and accent would be so complicated as only to defeat itself.

(5) The broad features of the system are that vowels are pronounced as in Italian and consonants as in English.

(6) One accent only is used—the acute—to denote the syllable on which stress is laid.

(7) Every letter is pronounced. When two vowels come together, each one is sounded, though the result, when spoken quickly, is sometimes scarcely to be distinguished from a single sound, as in *ai*, *au*, *ie*.

(8) Indian names are accepted as spelled in Hunter's Gazetteer.

[The alphabet is then given, with illustrations. It is exactly the same as the standard alphabet of the Spelling Reform Association, except in having no separate provision for the vowels in *at*, *not*, *but*. Signs *sh*, *zh*, *th*, and *dh* are not mentioned, but those symbols would no doubt be used when needed.]

FRANCE.

In many other countries spelling reform is a matter of constant interest. In France the French Academy has taken charge of the language and reformed the spelling in successive editions of its dictionary. It has peculiarities, however, which make it almost as difficult to learn as English. Consequently a very large amount of time has to be expended, as with us, in dictation and transcription. Indeed, Mr. Gladstone says, "I was informed by one of the best official authorities that in the primary schools of Paris it is no unusual thing to devote six to seven hours per week to this work, and that in every class in the school. Yet my own inspection has convinced me that perfect orthography is far from being attained. The home lesson books of children of 13 or 14 years of age exhibited in the present Paris exhibition contain frequent orthographical errors, and these are doubtless favorable specimens. In the elementary schools of Geneva lessons in spelling have to be given in the sixth grade, which corresponds to our highest standard."

Many attempts at a radical reform have been made, but the Academy has opposed them. There has been for twenty-five years a society in Switzerland for the reform of French spelling, but it is only since 1886 that a society has existed in France. Under the influence of Mr. Sweet's system, mentioned on page 56, with its Association Phonétique des Professeurs de Langues Vivantes, and of Volapük, the headquarters of both of which are at Paris, there is now much discussion of French reform. M. Paul Passy, Prof. G. Paris, Prof. A. Darmesteter, M. Bréal, and many other prominent teachers and linguists are taking part. Permission has been obtained to try fonetic teaching in certain schools, and the reformers are very hopeful and active.

GERMANY.

"Altho little fault can be found with the German spelling as compared with the English and French, the educationists of that country and the governments of the different states have long been desirous of simplify-

ing it. In 1854 meetings were held both at Hanover and Leipzig, which resulted in certain modifications of the spelling being rendered obligatory in the Hanoverian higher schools. This was followed in 1860 by Württemberg, which adopted a reformed orthography for its elementary as well as its upper schools; and by Austria in 1861, and by Bavaria in 1886. But the changes adopted by these several states are not the same; and so imminent did the danger appear of having a different mode of writing and printing in different parts of Germany, that a conference of delegates from the several governments was held at Dresden in October, 1872. This led to the Prussian Minister of Education, Dr. Falk, proposing that a competent scholar, Prof. von Raumer, should draw up a scheme; and this met with the approval of all the governments. The scheme thus prepared was privately printed and sent to the respective governments, and then submitted to a ministerial commission, consisting of Von Raumer and eleven other educationists, together with a printer and a publisher. The commission met in January, 1876, and approved of the scheme with certain modifications; and a report of the whole proceedings has been drawn up and printed. The proposals of the commissioners are now before the German nation for criticism, but at present there seems little hope for unanimity except as regards the limitation of capital letters at the beginning of words, the banishment of many of the superfluous letters, and the general adoption of the Roman character. In the mean time there has arisen a movement in favor of a purely phonetic reform, the advocates of which are dissatisfied with the half measures of the government, and are making strenuous efforts to secure the public approval of their more advanced scheme. For this purpose they formed an association on the 1st December, 1876, which in the course of fourteen months established more than seventy branches, extending from Moscow to Pennsylvania.

That the German government is in earnest is shown by their now requiring the military cadets to employ a revised spelling in their official letters."—J. H. Gladstone, *Spelling Reform from an educational point of view*.

There are two principal societies. The German Spelling Reform Association (Deutscher Orthographie-Reform-Verein), of which Dr. Wilhelm Viëtor, professor of English philology in the University of Marburg, is the head, supported a journal of high rank (*Zeitschrift für Orthographie, Orthoepie, und Sprachphysiologie*), which was edited by Dr. Viëtor, with the cooperation of many eminent scholars. It devoted itself rather to the scientific side of the problems within its scope. It is no longer published. The General Association for Simplified German Spelling (Allgemeiner Verein für vereinfachte deutsche Rechtschreibung) was founded in 1876. Its organ, *Reform*, which is devoted mainly to the practical side of the movement, was edited by the President, Dr. F. W. Fricke, of Wiesbaden. He died in April, 1891. "*Reform*" is continued.

These societies and journals have made the idea of reform familiar throughout the empire. The reform is steadily gaining ground.

The reform in the Prussian schools in 1858 is now causing difficulty. A generation of pupils have been taught the reformed spelling, but as it has not come into general use the graduates have to get rid of their school spelling when they go into business. In May, 1891, this matter was brought before the Prussian diet, some delegates wishing to do away with the school spelling, others to introduce a complete reform. The Kultus minister said that the Government was about to discuss the matter and end the present situation. The reformers are much occupied with the introduction of Latin script. A society for that purpose established in 1885 numbers more than 11,000 members. A society for preserving the German script was founded this year, 1892.

DUTCH.

J. H. Gladstone, in *Spelling Reform from an educational point of view*: "Up to the beginning of the present century the spelling of the Dutch language was very unsettled. In 1804 the movement for reform assumed a definite shape through the essay of Prof. von Siegenbeek; and the greatly improved spelling that bears his name was the only official and authorized one till 1873. Then some important changes were proposed by De Vries and Te Winkel, and these are now adopted by the different departments of government. I believe, however, that there are other systems which receive official sanction, and we can only hope that the result will be 'the survival of the fittest.'

"Similar movements for reform are taking place in the Scandinavian kingdoms."

SWEDISH.

"The Swedish spelling appears to be about equal in quality to the German, but for the last 100 years or thereabouts attempts have been made by competent persons to establish a purely phonetic system, and the Swedish Academy has adopted some of their proposals and embodied them in a model spelling book; but the government has taken no part in the matter, and there is consequently much diversity in practice."

DANISH.

"In Denmark the movement originated with Prof. Rask and some other learned men and schoolmasters, and it has resulted in a government decree, confirming certain regulations with respect to double consonants, the silent *c* and *d*, the abolition of *q*, and some other points. These "official" changes are not obligatory; but they are winning their way both in public and private schools, and the use of the Gothic character has almost ceased. In July, 1869, a meeting of scholars from Sweden, Norway, and Denmark took place in Stockholm, with the object of establishing a phonetic mode of spelling which should be common to the Scandinavian languages. Certain resolutions were then come to, and spelling dictionaries have since been published in accordance with them."

PORTUGAL.

"In Portugal a movement has arisen amongst those interested in public instruction, and a committee which had been constituted to consider the matter reported in favor of considerable changes, and laid down a scheme of phonetic reform. Recognizing the necessity of its being supported by an authority possessed of sufficient moral weight, it recommends that the Royal Academy of Sciences should be asked to adopt that or some other normal system of orthography, and to publish a grammar and vocabulary."

JAPANESE.

"Academy of June 6, 1885: The latest news that reaches us from the Japanese capital is the establishment of a society for the Romanization of the language. The professors of the University of Tokio started the idea, or rather revived it, for it had been mooted as long ago as 1873 at an Oriental Congress held in Paris. But at that time it was little more than the bold hope of a few far-seeing minds. It has now become a practical necessity for the nation at large. . . .

"Japan has assimilated every branch of European mental culture. . . . But there is one great exception to the universal adoption of European ways. That exception is the written system. The Chinese ideographs still reign supreme. Indeed, the number of them with which it is necessary for an educated man to be acquainted has greatly increased within the last twenty years, for the reason that recourse has been had to them to invent equivalents for scientific and other novel terms, for which the native language had no words forthcoming. It is calculated that a knowledge of 4,000 ideographs as a minimum is the indispensable preliminary to a liberal education. One aspiring to wide scientific or literary attainments must be familiar with double that number, and six or seven years—six or seven of the best years of life—are spent in committing them to memory. To state such a fact is to condemn the circumstances that cause it. This has now been recognized by the Japanese.

"As already mentioned, a movement has begun in favor of the simple Roman alphabet. The Romanization Society, founded in December last, now numbers over a thousand members, including many of the names most noted in science and in politics. The first step taken was the appointment of a Transliteration Committee, consisting of four Japanese and two Europeans. Their work is now done. Indeed, there was little to do; for the labors of Dr. Hepburn, the veteran pioneer of Japanese studies, and of such authorities as Messrs. Satow and Aston, had prepared the way. Moreover, the phonetic construction of Japanese is very simple, and allows of the language being written with twenty-two of the Roman letters, without recourse being had to any diacritical marks except the sign of long quantity over some of the vowels. The next object of the society is the compilation of a vocabulary giving the new Romanized spelling of every word in common use, and of school books. It is also intended to publish a periodical, and to endeavor to induce the ordinary native press to open its columns to communications written in Roman letters. It is said that the Government will give the movement its support. If it does so, it will win for itself a more lasting fame than can crown any political reforms."

In connection with this movement, it may be remarked that a Japanese gentleman, Mr. R. Masujima, of the University of Tokio, called on the President and Corresponding Secretary of the American Spelling Reform Association, to obtain information in regard to its phonetic scheme for English, with a view of adapting it to the Romanization of Japanese. He was of course provided with the fullest information, which he has doubtless used on his return to Japan.

FORERUNNERS.

In the preceding sketch the present movement has been spoken of as a birth of time, an expression of the spirit of the age seeking to ameliorate the condition of man and to improve everything improvable; but there are a few men whose influence has been important enough to deserve especial mention as forerunners.

Dr. Franklin and Noah Webster were earnest reformers. Webster's dictionary and the controversies about its amended spelling produced a deep and lasting impression on the minds of the people. Those who saw the endings *ick* and *our*, as in *musick* and *honour*, give way to *ic*

and *or*, know that more improvements can be made. Spelling reform has a natural alliance with fonetic stenografy. The famous inventor of this system, Isaac Pitman, has also a system of fonetic printing. It was devized in connection with A. J. Ellis, esq., the most eminent of the scolars of England for his reserches in Erly English pronuncia-tion. They brought it to good working condition in 1845. It was speedily introduced into this cuntry by S. P. Andrews, and widely promulgated, thru the press and lectures, by Andrews, Longley, Parkhurst, Ben. Pitman, and others. They did not succeed in com-mending their schemes to the favor of the literary public, and finally in the war times all vestige of their labor seemd to be swallowd up and lost. Meantime, Dr. Edwin Leigh invented a series of modified types by which words can be presented fonetically without destroying their resemblance to their forms in the old spelling. He has printed many of the common primers and readers with these types and his books hav been widely used in our best schools. They save a year or more in lerning to read and ar natural forerunners of amended spelling. It is now evident that the redy response to the deliverances of the filolo-gists in 1874 and the rapid progress of the reform ever sinse ar in great part due to the labors of these erlier reformers.

APPENDIX.

[From the Transactions of the American Philological Association, Vol. XVII.]

The Philological Society of England and the American Philological Association took joint action on the amendment of English spelling in 1883, and on the basis of it twenty-four joint rules were printed in the proceedings of the American association for that year. It was known that the application of these rules was difficult, and that an alphabetic list of amended words must be made. A pamphlet of the English society and a paper in the Transactions of the American association for 1881 are official contexts for interpretation. The purpose of the associations is practical. The corrections are in the interest of etymological and historical truth, and are to be confined to words which the changes do not much disguise from general readers.

In the following list, as in the twenty-four rules, many amendable words have been omitted for reasons such as these:—(1) The changed word would not be easily recognized, as *nee* for *knee*; or, (2), letters are left in strange positions, as in *edg* for *edge*, *casq* for *casque*. (3) The word is of frequent use. Final *g=j*, *v*, *q*, *z*, and syllabic *l* and *n*, are strange to our print but abundant in our speech. Many of them are in the list: *hav*, *freez*, *singl*, *eatn*, etc.; but *iz* for *is*, *ov* for *of*, and many other words, as well as the final *z=s* of inflections, are omitted. (4) The wrong sound is suggested, as in *vag* for *vague*, *acer* for *acre*. (5) A valuable distinction is lost: *casque* to *cask*, *dost* to *dust*. (6) The derivation is obscured: *nun* for *none*, *dun* for *done*, *munth* for *month*. (7) The change leads in the wrong direction.

Webster's Academic Dictionary is the basis of the list, but unusual words having a familiar change of ending, as *-le* to *-l*, and simple derivatives and inflections, are often omitted. Words doubtful in pronunciation or etymology, and words undecided by the associations, however amendable, are omitted. Inflections are printed in italics.

The so-called Twenty-four Joint Rules are many of them lists of words. The rules proper are as follows:

TEN RULES.

1. e.—Drop silent *e* when phonetically useless, writing *-er* for *-re*, as in *live*, *single*, *caten*, *rained*, *theatre*, etc.
2. es.—Drop *a* from *ea* having the sound of short *e*, as in *feather*, *leather*, etc.
3. o.—For *o* having the sound of *u* in *but* write *u* in *above* (*abuv*), *tongue* (*tung*), and the like.
4. ou.—Drop *o* from *ou* having the sound of *u* in *but*, in *trouble*, *rough* (*ruf*), and the like; for *-our* unaccented write *-or*, as in *honour*.
5. u, ue.—Drop silent *u* after *g* before *a*, and in native English words, and drop final *ue*: *guard*, *guess*, *catalogue*, *league*, etc.
6. Doubl consonants may be simplified when phonetically useless: *bailiff*, (not *hall*, etc.), *battle* (*batl*), *written* (*writn*), *traveller*, etc.
7. d.—Change *d* and *ed* final to *t* when so pronounced, as in *looked* (*lookt*), etc., unless the *e* affects the preceding sound, as in *chafed*, etc.
8. gh, ph.—Change *gh* and *ph* to *f* when so sounded: *enough* (*enuf*), *laughter* (*lafter*), etc.; *phonetic* (*fonetic*), etc.

9. s.—Change *s* to *z* when so sounded, especially in distinctiv words and in
-ise: *abuse*, verb (*abuze*), *advertise* (*advertize*), etc.
10. t.—Drop *t* in *tch*: *catch*, *pitch*, etc.

LIST OF AMENDED SPELLINGS RECOMMENDED BY THE PHILOLOGICAL SOCIETY OF
LONDON AND THE AMERICAN PHILOLOGICAL ASSOCIATION.

The following list was presented to the American Philological Association in the report of its Committee on the Reform of English Spelling, Prof. F. A. March, chairman, at the annual meeting in 1886, and is printed in the Transactions for that year. It is here reprinted by permission. A few oversights have been corrected.

<i>abandoned</i> : <i>abandond</i> .	active: <i>activ</i> .	afflictive: <i>afflictiv</i> .
<i>abashed</i> : <i>abasht</i> .	adaptable: <i>adaptabl</i> .	affront: <i>affrunt</i> .
<i>abhorred</i> : <i>abhord</i> .	adaptive: <i>adaptiv</i> .	afront: <i>adv</i> : <i>afrunt</i> .
ablative: <i>ablativ</i> .	add: <i>ad</i> .	agglutinative: <i>agglutina-</i>
-able, <i>unaccented</i> : <i>-abl</i> .	addle: <i>adl</i> .	tiv.
abolishable: <i>abolishabl</i> .	<i>addled</i> : <i>addl</i> .	aggressive: <i>aggressiv</i> .
<i>abolished</i> : <i>abolisht</i> .	<i>addressed</i> ; <i>addrest</i> .	aggrieve: <i>aggriev</i> .
abominable: <i>abominabl</i> .	adhesive: <i>adhesiv</i> .	<i>aggrieved</i> : <i>aggrievd</i> .
abortive: <i>abortiv</i> .	adjective: <i>adjectiv</i> .	aghost: <i>agast</i> .
above: <i>abuv</i> .	<i>adjoined</i> : <i>adjoind</i> .	agile: <i>agil</i> .
abreast: <i>abrest</i> .	adjourn: <i>adjurn</i> .	agreeable: <i>agreeabl</i> .
absolve: <i>absolv</i> .	<i>adjourned</i> : <i>adjurnd</i> .	ahead: <i>ahed</i> .
<i>absolved</i> : <i>absold</i> .	adjunctive: <i>adjunctiv</i> .	<i>ailed</i> : <i>aild</i> .
<i>absorbed</i> : <i>absorbd</i> .	adjustable: <i>adjustabl</i> .	<i>aimed</i> : <i>aimd</i> .
absorbable: <i>absorbabl</i> .	admeasure: <i>admezure</i> .	<i>aired</i> : <i>aird</i> .
absorptive: <i>absorptiv</i> .	<i>administered</i> : <i>administerd</i> .	aisle: <i>aile</i> .
<i>abstained</i> : <i>abstaind</i> .	administrative: <i>adminis-</i>	alarmed: <i>alarmd</i> .
abstractive: <i>abstractiv</i> .	trativ.	alienable: <i>alienabl</i> .
abuse, <i>v</i> : <i>abuze</i> .	admirable: <i>admirabl</i> .	alimentiveness: <i>alimentiv-</i>
abusive: <i>abusiv</i> .	admissible: <i>admissibl</i> .	ness.
accelerative: <i>accelerativ</i> .	<i>admixed</i> : <i>admixt</i> .	<i>allayed</i> : <i>allayd</i> .
acceptable: <i>acceptabl</i> .	<i>admonished</i> : <i>admonisht</i> .	alliterative: <i>alliterativ</i> .
accessible: <i>accessibl</i> .	admonitive: <i>admonitiv</i> .	<i>allowed</i> : <i>allowd</i> .
accommodative: <i>accomo-</i>	adoptive: <i>adoptiv</i> .	allowable: <i>allowabl</i> .
dativ.	adorable: <i>adorabl</i> .	<i>alloyed</i> : <i>alloyd</i> .
accompaniment: <i>accompa-</i>	<i>adorned</i> : <i>adornd</i> .	allusive: <i>allusiv</i> .
niment.	adulterine: <i>adulterin</i> .	alpha: <i>alfa</i> .
accompany: <i>accompany</i> .	adventuresome: <i>advent-</i>	alphabet: <i>alfabet</i> .
accomplished: <i>accomplisht</i> .	uresum.	already: <i>alredy</i> .
accountable: <i>accountabl</i> .	adversative: <i>adversativ</i> .	alterable: <i>alterabl</i> .
accumulative: <i>accumula-</i>	advertise, -ize: <i>advertize</i> .	<i>altered</i> : <i>alterd</i> .
tiv.	advertisement: <i>advertize-</i>	alterative: <i>alterativ</i> .
<i>accursed</i> : <i>accurs-ed, ac-</i>	ment, <i>advertizment</i> .	alternative: <i>alternativ</i> .
<i>curst</i> .	advisable: <i>advizabl</i> .	although: <i>altho</i> .
accusative: <i>accusativ</i>	advise: <i>advize</i> .	alumine, <i>alumin</i> : <i>alumin</i> .
<i>accustomed</i> : <i>accustomd</i> .	advisement: <i>advizement</i> .	amaranthine: <i>amaranthin</i> .
acephalous: <i>acefalous</i> .	advisory: <i>advizory</i> .	<i>amassed</i> : <i>amast</i> .
ache, <i>ake</i> : <i>ake</i> .	adze, <i>adz</i> : <i>adz</i> .	amative: <i>amativ</i> .
achievable: <i>achievabl</i> .	affable: <i>affabl</i> .	amble: <i>ambl</i> .
achieve: <i>achiev</i> .	affective: <i>affectiv</i> .	<i>ambled</i> : <i>ambld</i> .
<i>achieved</i> : <i>achievd</i> .	<i>affirmed</i> : <i>affirmd</i> .	<i>ambushed</i> : <i>ambusht</i> .
acquirable: <i>acquirabl</i> .	affirmable: <i>affirmabl</i> .	amenable: <i>amenabl</i> .
acquisitive; <i>acquisitiv</i> .	affirmative: <i>affirmativ</i> .	amethystine: <i>amethystin</i> .
actionable: <i>actionabl</i> .	<i>affixed</i> : <i>affixt</i> .	amiable: <i>amiabl</i> .

amicable: amicabl.	apportioned: apportiond.	attached: attacht.
amorphous: amorfous.	appreciable: appreciabl.	attacked: attackt.
amphibia: amfibia.	appreciative: appreciativ.	attainable: attainabl.
amphibian: amfibian.	apprehensible: apprehen- sibl.	attained: attaind.
amphibious: amfibious.	apprehensive: apprehensiv.	attempered: attemperd.
amphibrach: amfibrach.	approachable: approach- abl.	attentive: attentiv.
amphitheater, -tre: amfi- theater.	approached: approacht.	attractive: attractiv.
ample: ampl.	approvable: approvabl.	attributable: attributabl.
amplificative: amplificativ.	approximative: approxi- mativ.	attributive: attributiv.
amusive: amusiv.	aquiline: aquilin, -ine.	audible: audibl.
anaglyph: anaglyf.	arable: arabl.	augmentative: augmenta- tiv.
analogue: analog.	arbitrable: arbitrabl.	auricle: auricl.
analyze, analyse: analyze.	arbor, arbour: arbor.	authoritative: authorita- tiv.
anatomize, -ise: anatomize.	arched: archt.	autobiographer: autobiog- rafer.
anchor: anker.	ardor, ardour: ardor.	autobiography: autobiog- rafy.
anchorage: ankerage.	are: ar.	autograph: autograf.
anchored: ankerd.	argumentative: argument- ativ.	available: availabl.
angered: angerd.	arise: arize.	availed: availd.
angle: angl.	arisen: arizn.	avalanche: avalanch.
angled: angld.	armor, armour: armor.	averred: averd.
anguished: anguisht.	armored, armoured: ar- mord.	avoidable: avoidabl.
anise: anis.	arose: aroze.	avouched: avoucht.
ankle: ankl.	arraigned: arraignd.	avowed: avowd.
annealed: anneald.	arrayed: arrayd.	awakened: awakend.
annexed: annex.	article: articl.	awe: aw.
annoyed: annoyd.	artisan, artizan: artizan.	awed: awd.
annulled: annuld.	asbestine: asbestin.	awsome, awesome: awsum.
answered: answerd.	ascendable: ascendabl.	ax, axe: ax.
anthropophagy: anthro- pofagy.	ascertained: ascertaind.	axle: axl.
anticipative: anticipativ.	ascertainable: ascertainabl.	ay, aye: ay.
antiphony: antifony.	ascribable: ascribabl.	babble: babl.
antiphrosis: antifrasis.	asphalt: asfalt.	babbled: babld.
antistrophe: antistrofe.	asphyxia: asfyxia.	backed: backt.
aphyllous: aphyllous.	assailable: assailabl.	backslidden: backslidn.
apocalypse: apocalyps.	assailed: assaild.	bad, bade: pret.: bad.
apocrypha: apocryfa.	assayed: assayd.	baffle: baff.
apocryphal: apocryfal.	assemble: assembl.	baffled: baffd.
apologue: apolog.	assembled: assembld.	bagatelle: bagatel.
apostle: apostl.	assertive: assertiv.	bailable: bailabl.
apostrophe: apostrofe.	assessed: assest.	bailed: baid.
apostrophize: apostrofize.	assigned: assignd.	bailiff: balif.
appalled: appalld.	assignable: assignabl.	baize: baiz.
appareled, -elled: appareld.	assimilative: assimilativ.	balked: balkt.
appealable: appealabl.	associable: associabl.	balled: balld.
appealed: appeald.	associative: associativ.	banged: bangd.
appeared: appeard.	assumptive: assumptiv.	banished: banisht.
appeasable: appeasabl.	astonished: astonisht.	bankable: bankabl.
appellative: appellativ.	atmosphere: atmosfere.	banked: bankt.
appertained: appertaind.	atmospheric: atmosferic.	bantered: banterd.
apple: apl.	atrophy: atrofy.	barbed: barbd.
applicable: applicabl.		bareheaded: bareheded.
applicative: applicativ.		
appointive: appointiv.		

<i>bargained: bargaind.</i>	<i>belayed: belayd.</i>	<i>binocle: binocl.</i>
<i>barnacle: barnacl.</i>	<i>belched: belcht.</i>	<i>biographer: biografer.</i>
<i>barreled, -elled: barreld.</i>	<i>beldam, beldame: beldam.</i>	<i>biography: biografy.</i>
<i>barreling, -elling: barrel- ing.</i>	<i>beleaguer: beleager.</i>	<i>bissextile: bissextil.</i>
<i>bartered: barterd.</i>	<i>beleaguered: beleagerd.</i>	<i>bister, bistre: bister.</i>
<i>basked: baskt.</i>	<i>believable: believabl.</i>	<i>bitten: bitn.</i>
<i>batch: bach.</i>	<i>believe: believ.</i>	<i>bivalve: bivalv.</i>
<i>battered: batterd.</i>	<i>believed: believd.</i>	<i>blabbed: blabd.</i>
<i>battle: battl.</i>	<i>belittle: belitl.</i>	<i>blackballed: blackballd.</i>
<i>battled: battld.</i>	<i>belittled: belitld.</i>	<i>blacked: blackt.</i>
<i>bauble: baubl.</i>	<i>bell: bel.</i>	<i>blackened: blackend.</i>
<i>bawled: bawld.</i>	<i>belled: beld.</i>	<i>black-eyed: black-eyd.</i>
<i>bayoneted, -etted: bayoneted.</i>	<i>belonged: belongd.</i>	<i>blackguard: blackgard.</i>
<i>beadle: beadl.</i>	<i>beloved: beluv-ed, beluvd.</i>	<i>black-lead: black-led.</i>
<i>beagle: beagl.</i>	<i>bemoaned: bemoand.</i>	<i>blackmailed: blackmaild.</i>
<i>beaked: beakt.</i>	<i>bemocked: bemockt.</i>	<i>blamable: blamabl.</i>
<i>beamed: beamd.</i>	<i>benumb: benum.</i>	<i>blameworthy: blamewur- thy.</i>
<i>bearable: bearabl.</i>	<i>benumbed: benumd.</i>	<i>blanched: blancht.</i>
<i>beaten: beatn.</i>	<i>bequeathed: bequeathd.</i>	<i>blandished: blandisht.</i>
<i>beauteous: beuteous.</i>	<i>bereave: bereav.</i>	<i>blaspheme: blasfeme.</i>
<i>beautify: beutify.</i>	<i>bereaved: bereavd.</i>	<i>blasphemous: blasfemous.</i>
<i>beautiful: beutiful.</i>	<i>berhyme, berime: berime.</i>	<i>blasphemy: blasfemy.</i>
<i>beauty: beuty.</i>	<i>beseemed: beseemd.</i>	<i>bleached: bleacht.</i>
<i>becalmed: becalmd.</i>	<i>besmeared: besmeard.</i>	<i>bleared: bleard.</i>
<i>beckoned: beckond.</i>	<i>bespangle: bespangl.</i>	<i>blemished: blemisht.</i>
<i>become: becum.</i>	<i>bespangled: bespangld.</i>	<i>blenched: blencht.</i>
<i>becoming: becoming.</i>	<i>bespattered: bespatterd.</i>	<i>blende: blend.</i>
<i>bedabble: bedabl.</i>	<i>bespread: bespred.</i>	<i>blessed, blest: bless-ed, blest.</i>
<i>bedabbled: bedabld.</i>	<i>besprinkle: besprinkl.</i>	<i>blindworm: blindwurm.</i>
<i>bedecked: bedeckt.</i>	<i>besprinkled: besprinkld.</i>	<i>blinked: blinkt.</i>
<i>bedeviled, -illed: bcdevild.</i>	<i>bestirred: bestird.</i>	<i>blistered: blisterd.</i>
<i>bedewed: bedewd.</i>	<i>bestowed: bestowd.</i>	<i>blithesome: blithesum.</i>
<i>bedimmed: bedimd.</i>	<i>bestraddle: bestradl.</i>	<i>blocked: blockt.</i>
<i>bedraggle: bedragl.</i>	<i>bestraddled: bestradld.</i>	<i>blockhead: blockhed.</i>
<i>bedraggled: bedragld.</i>	<i>betrotthed: betrotht.</i>	<i>blond, blonde: blond.</i>
<i>bedrenched: bedrencht.</i>	<i>bettered: betterd.</i>	<i>bloomed: bloomd.</i>
<i>bedridden: bedridn.</i>	<i>beveled, bevelled: beveld.</i>	<i>blossomed: blossomd.</i>
<i>bedropped: bedropt.</i>	<i>beveling, bevelling: beveling.</i>	<i>blotch: bloch.</i>
<i>bedstead: bedsted.</i>	<i>bewailed: bewaild.</i>	<i>blotched: blocht.</i>
<i>beetle: beetl.</i>	<i>bewildered: bewilderd.</i>	<i>blubbered: blubberd.</i>
<i>beeves: beevs.</i>	<i>bewitch: bewich.</i>	<i>blue-eyed: blue-eyd.</i>
<i>befallen: befalln.</i>	<i>bewitched: bewicht.</i>	<i>bluff: bluf.</i>
<i>befell: besel.</i>	<i>bewrayed: bewrayd.</i>	<i>bluffed: bluft.</i>
<i>befooled: befoold.</i>	<i>biased, biassed: biast.</i>	<i>blundered: blunderd.</i>
<i>befouled: befould.</i>	<i>bibliographer: bibliogra- fer.</i>	<i>blunderhead: blunderhed.</i>
<i>befriend: befrend.</i>	<i>bibliography: bibliografy.</i>	<i>blurred: blurd.</i>
<i>begged: begd.</i>	<i>bicephalous: bicefalous.</i>	<i>blushed: bluskt.</i>
<i>begone: begon.</i>	<i>bickered: bickerd.</i>	<i>blustered: blusterd.</i>
<i>begotten: begotn.</i>	<i>bicolored, bicoloured: bicul- ord.</i>	<i>boatable: boatabl.</i>
<i>behavior, -our: behavior.</i>	<i>billed: bild.</i>	<i>bobbed: bobd.</i>
<i>behead: behed.</i>	<i>binnacle: binnacel.</i>	<i>bobtailed: bobtaild.</i>
<i>belabor, belabour: belabor.</i>		<i>bodyguard: bodygard.</i>
<i>belabored, belaboured: belab- ord.</i>		<i>boggle: bogl.</i>
		<i>boggled: bogld.</i>

<i>boiled: boild.</i>	<i>broadened: broadend.</i>	<i>cackled: cackld.</i>
<i>bolthead: bolthed.</i>	<i>broidered: broiderd.</i>	<i>cacography: cacografy.</i>
<i>bomb: bom.</i>	<i>broiled: broild.</i>	<i>cacophony: cacofony.</i>
<i>bombazine, -sine: bomba-</i> <i>zine.</i>	<i>bromine, bromin: bromin.</i>	<i>caitiff: caitif.</i>
<i>bombshell: bomshel.</i>	<i>bronze: bronz.</i>	<i>calculable: calculabl.</i>
<i>booked: bookt.</i>	<i>bronzed: bronzd.</i>	<i>calendered: calenderd.</i>
<i>bookworm: bookwurm.</i>	<i>browned: brownd.</i>	<i>caliber, -bre: caliber.</i>
<i>boomed: boomd.</i>	<i>browse, browze, v.: browz.</i>	<i>calif, caliph, kalif, kaliph,</i> <i>etc.: calif or kalif.</i>
<i>booze, boose: booz.</i>	<i>brushed: brusht.</i>	<i>calked: calkt.</i>
<i>boozy, boosy: boozy.</i>	<i>bubble: bubl.</i>	<i>called: calld.</i>
<i>bordered: borderd.</i>	<i>bubbled: bubld.</i>	<i>caligraphy: caligrafy.</i>
<i>borrowed: borrowd.</i>	<i>bucked: buckt.</i>	<i>calve: calv.</i>
<i>bossed: bost.</i>	<i>buckle: buckl.</i>	<i>calved: calvd.</i>
<i>botch: boch.</i>	<i>buckled: buckld.</i>	<i>camomile, cham-: camo-</i> <i>mile.</i>
<i>botched: bocht.</i>	<i>buff: buf.</i>	<i>camped: campt.</i>
<i>bothered: botherd.</i>	<i>bulbed: bulbd.</i>	<i>camphene: camfeno</i>
<i>bots, botts: bots.</i>	<i>bulk-head: bulk-hed.</i>	<i>camphor: camfor.</i>
<i>bottle: botl.</i>	<i>bull: bul.</i>	<i>canalled: canald.</i>
<i>bottled: botld.</i>	<i>bull-head: bul-hed.</i>	<i>canceled, -elled: canceld.</i>
<i>bowed: bowd.</i>	<i>bumble: bumbl.</i>	<i>canceling, -elling: canceling.</i>
<i>bowline: bowlin.</i>	<i>bumped: bumpd.</i>	<i>cancellation: cancelation.</i>
<i>boxed: boxt.</i>	<i>bunched: buncht.</i>	<i>candle: candl.</i>
<i>boxhailed: boxhauld.</i>	<i>bundle: bundl.</i>	<i>candor, candour: candor.</i>
<i>brachygraphy: brachygra-</i> <i>fy.</i>	<i>bundled: bundld.</i>	<i>cankered: cankerd.</i>
<i>bragged: bragd.</i>	<i>bungle: bungl.</i>	<i>cantered: canterd.</i>
<i>brained: braind.</i>	<i>bungled: bungld.</i>	<i>canticle: canticl.</i>
<i>bramble: brambl.</i>	<i>bur, burr: bur.</i>	<i>capered: caperd.</i>
<i>branched: brancht.</i>	<i>burdened: burdend.</i>	<i>captive: captiv.</i>
<i>brangle: brangl.</i>	<i>burdensome: burdensum.</i>	<i>carbuncle: carbuncl.</i>
<i>brangled: brangld.</i>	<i>burg, burgh: burg.</i>	<i>careened: careend.</i>
<i>brawled: brawld.</i>	<i>burke: burk.</i>	<i>careered: careerd.</i>
<i>brayed: brayd.</i>	<i>burked: burkt.</i>	<i>caressed: carest.</i>
<i>breached: breacht.</i>	<i>burled: burld.</i>	<i>carminative: carminativ.</i>
<i>bread: bred.</i>	<i>burned: burnd.</i>	<i>caroled, -olled: caroled.</i>
<i>breadth: bredth.</i>	<i>burnished: burnisht.</i>	<i>caroling, olling: caroling.</i>
<i>breakfast: brekfast.</i>	<i>burrowed: burrowd.</i>	<i>carped: carpt.</i>
<i>breast: brest.</i>	<i>burthened: burthend.</i>	<i>caruncle: caruncl.</i>
<i>breath: breth.</i>	<i>bushed: busht.</i>	<i>carve: carv.</i>
<i>breathable: breathabl.</i>	<i>buskined: buskind.</i>	<i>carved: carvd.</i>
<i>breathed: breathd.</i>	<i>bussed: bust.</i>	<i>cashiered: cashierd.</i>
<i>breeched: breecht.</i>	<i>bustle: bustl.</i>	<i>caste: cast.</i>
<i>breeze (wind): breez.</i>	<i>bustled: bustld.</i>	<i>castle: castl.</i>
<i>brewed: brewd.</i>	<i>but, butt: but.</i>	<i>catalogue: catalog.</i>
<i>bricked: brickt.</i>	<i>but-end, butt-end: but-end.</i>	<i>catalogued: catalogd.</i>
<i>bridewell: bridewel.</i>	<i>battered: butterd.</i>	<i>cataloguer: cataloger.</i>
<i>briefed: brieft.</i>	<i>buttoned: buttond.</i>	<i>catastrophe: catastrofe.</i>
<i>brightened: brightend.</i>	<i>buttressed: buttrest.</i>	<i>catch: cach.</i>
<i>brimmed: brimd.</i>	<i>buxom: buxum.</i>	<i>catechise: catechize.</i>
<i>brindle: brindl.</i>	<i>buzz: buz.</i>	<i>catered: caterd.</i>
<i>brindled: brindld.</i>	<i>buzzed: buzld.</i>	<i>caterwauled: caterwauld.</i>
<i>bristled: bristld.</i>	<i>by, bye, n.: by.</i>	<i>cattle: catl.</i>
<i>*brittle: britl.</i>	<i>bygone: bygon.</i>	<i>caucused, -ussed: caucust.</i>
<i>broached: broacht.</i>	<i>caballed: cabald.</i>	
	<i>cabined: cabind.</i>	
	<i>cackle: cackl.</i>	

*caucusing, -ussing: caucus-
ing.*
caudle: candl.
causative: causativ.
cauterise, -ize: cauterize.
cavild, -illed: cavild.
caviling, -illing: caviling.
cawed: cawd.
cayenne: cayen.
ceased: ceast.
cedrine: cedrin.
ceiled: ceild.
cell: cel.
celled: celd.
cenotaph: cenotaf.
censurable: censurabl.
centre, center: center.
centred: centerd.
centuple: centupl.
cephalic: cefalic.
cephalopod: cefalopod.
cerography: cerografy.
chaff: chaf.
chaffed: chaft.
chained: chaind.
chaired: chaird.
*chalcography: chalco-
grafy.*
chalked: chalkt.
chambered: chamberd.
chamois: see shammy.
championed: championd.
changeable: changeabl.
channeled, -elled: channeld.
*channeling, -elling: channel-
ing.*
chapped: chapt.
charred: chard.
charitable: charitabl.
charmed: charmd.
chartered: charterd.
chastened: chastend.
chastise: chastize.
chastizement: chastizment.
chasuble: chasubl.
chattered: chatterd.
chawed: chawd.
cheapened: cheapend.
checked: checkt.
cheered: cheerd.
cherished: cherisht.
chewed: chewd.
chidden: chidn.
chill: chil.
chilled: chilld, child.

chincough: chincof.
chipped: chipt.
chirograph: chirograf.
chirography: chirografy.
chirped: chirpt.
chirruped: chirrupt.
chiseled, -elled: chiseled.
chiseling, -elling: chiseling.
chloride: chlorid.
chlorine: chlorin.
choler: color.
cholera: colera.
choleric: coleric.
chopped: chopt.
chorography: chorografy.
chose: choze.
chosen: chozen.
chough: chuf.
chronicle: chronicl.
chronicled: chronicld.
chronograph: chronograf.
chucked: chuckt.
chuckle: chuckl.
chuckled: chuckld.
chummed: chumd.
churched: churcht.
churned: churnd.
cigarette: cigaret.
cinder: sinder.
cipher: cifer.
ciphered: cifered.
circle: circl.
circled: circld.
circumcise: circumcize.
circumvolve: circumvolv.
circumvolved: circumvolvd.
citrine, citrin: citrin.
clacked: clackt.
claimed: claimd.
clambered: clamberd.
clamored: clamord.
clanked: clankt.
clapped: clapt.
clashed: clasht.
clasped: claspt.
classed: clast.
clattered: clatterd.
clavicle: claviel.
clawed: clawd.
cleaned: cleand.
cleanliness: clenliness.
cleanly: clenly.
cleanse: cleniz.
cleansed: clenzd.
cleared: cleard.

cleave: cleav.
cleaved: cleavd.
clerked: clerkt.
clicked: clickt.
climbed: climbd.
clinched: clincht.
clinked: clinkt.
clipped: clipt.
cloaked: cloakt.
cloistered: cloisterd.
close, v.: cloze.
closet: clozet.
closure: clozure.
clough: cluf.
clayed: cloyd.
clubbed: clubd.
clucked: cluckt.
clustered: clusterd.
clutched: clucht.
cluttered: clutterd.
coached: coacht.
coactive: coactiv.
coaled: coald.
coaxed: coart.
cobble: cobl.
cobbled: cobld.
cocked: cockt.
cockle: cockl.
coddle: codl.
coddled: coddld.
coercive: coerciv.
cogitative: cogitativ.
cohesive: cohesiv.
coined: coind.
collapse: collaps.
collapsed: collapst.
collared: collard.
colleague: colleag.
collective: collectiv.
collusive: collusiv.
color: culor.
colored: culord.
colorable: culorabl.
coltered: colterd.
combed: combd.
combative: combativ.
combustible: combustibl.
come: cum, cums.
comeliness: cumliness.
comely: cumly.
comfit: cumfit.
comfort: cumfort.
comfortable: cumfortabl.
comforter: cumforter.
coming: cuming.

commendable: commend- abl.	congealable: congealabl.	counter-marched: -marcht.
commensurable: commen- surabl.	conglutinative: congluti- nativ.	countersigned: counter- signd.
commingle: commingl.	conjoined: conjoind.	country: cuntry.
commingled: commingld.	conjunctive: conjunctiv.	couple: cupl, cupls.
commixed: commixt.	connective: connectiv.	coupled: cupld.
communicative: communi- cativ.	consecutive: consecutiv.	couplet: cuplet.
companion: cumpanion.	conservative: conservativ.	coupling: cupling.
companionable: cumpan- ionabl.	conserve: conserv.	courage: curage.
companionship: cumpan- ionship.	considered: considerd.	courageous: curageous.
company: cumpany.	considerable: considerabl.	courteous: curteous.
comparable: comparabl.	consigned: consignd.	courtesan: curtesan.
comparative: comparativ.	consolable: consolabl.	courtesy: curtesy.
compass: cumpass.	constable: constabl.	cousin: cuzin.
compassed: compast.	constitutive: constitutiv.	covenant: cuvenant.
compatible: compatibl.	constrainable: constrain- abl.	cover: cuver.
compelled: compeld.	constrained: constraind.	covered: cuverd.
competitive: competitiv.	constructive: constructiv.	covert: cuvert.
complained: complaind.	contemplative: contempla- tiv.	covering: cuvering.
comportable: comportabl.	contemptible: contemptibl.	coverlet: cuverlet.
composite: composit.	contractible: contractibl.	coverture: cuverture.
comprehensive: compre- hensiv.	contractile: contractil.	covet: cuvet.
compressed: comprest.	contributive: contributiv.	covetous: cuvetous.
compressible: compressibl.	controlled: controld.	covey: cuvey.
compressive: compressiv.	controllable: controllabl.	cowed: cowl.
compulsive: compulsiv.	conversed: converst.	cowered: cowerd.
computable: computabl.	conveyed: conveyd.	cowled: cowld.
concealed: conceald.	convincible: convincibl.	cozen: cuzen.
conceivable: conceivabl.	convoyed: convoyd.	cozenage: cuzenage.
conceive: conceiv.	convulsive: convulsiv.	cozy, cosy: cozy.
conceived: conceivd.	cooed: cood.	cracked: crackt.
conceptive: conceptiv.	cooked: cookt.	crackle: crackl.
concerned: concernd.	cooled: coold.	crackled: crackld.
concessive: concessiv.	cooped: coopt.	crammed: cramd.
conclusive: conclusiv.	copse: cops.	cramped: crampd.
concoctive: concoctiv.	copulative: copulativ.	crashed: crasht.
concurred: concurd.	corked: corkt.	crawled: crawld.
concussive: concussiv.	corned: cornd.	creaked: creakt.
condensed: condenst.	corrective: correctiv.	creamed: creamd.
conducive: conduciv.	correlative: correlativ.	creased: creast.
confederative: confedera- tiv.	corroborative: corroborat- tiv.	creative: creativ.
conferred: conferd.	corrosive: corrosiv.	credible: credibl.
confessed: confest.	costive: costiv.	crimped: crimpt.
confirmed: confirmd.	cosy, cozy: cozy.	crimple: crimpl.
confirmable: confirmabl.	couched: coucht.	crimped: crimpld.
confiscable: confiscabl.	cough: cof.	crinkle: crinkl.
conformed: conformd.	coughed: coft.	crinkled: crinkl.
confront: confrunt.	could: coud.	cripple: cripl.
congealed: congeald.	councilor, councillor: councilor.	crippled: cripld.
	counselor, counsellor: counselor.	crisped: crispt.
		criticise: criticize.
		croaked: croakt.
		crooked: crook-ed, crookt.
		crossed: crost.
		crotched: crocht.

crouched: *croucht*.
crumb: *crum*.
crumbed: *crumd*.
crumble: *crumbl*.
crumbled: *crumbl*.
crumple: *crumpl*.
crumpled: *crumpl*.
crushed: *crusht*.
crutch: *cruch*.
crutched: *crucht*.
cuff: *cuf*.
cuffed: *cuft*.
culled: *culd*.
culpable: *culpabl*.
cultivable: *cultivabl*.
cumbered: *cumberd*.
cumbersome: *cumbersum*.
cumulative: *cumulativ*.
cupped: *cupt*.
curable: *curabl*.
curative: *curativ*.
curbed: *curbd*.
curled: *curld*.
cursed: *curs-ed*, *curst*.
cursive: *cursiv*.
curve: *curv*.
curved: *curvd*.
curvetting: *curveting*.
cuticle: *cuticl*.
cuttle-fish: *cutl-fish*.
dabbed: *dabd*.
dabble: *dabl*.
dabbled: *dabld*.
dactyle, dactyl: *dactyl*.
daggle: *dagl*.
daggled: *dagld*.
dammed: *damd*.
damnable: *damnabl*.
damped: *dampt*.
dandle: *dandl*.
dandled: *dandld*.
dandruff, dandriff: *dandruf*, *dandrif*.
dangle: *dangl*.
dangled: *dangld*.
dapple: *dapl*.
dappled: *dapld*.
darkened: *darkend*.
darksome: *darksum*.
darned: *darnd*.
dashed: *dasht*.
dative: *dativ*.
daubed: *daubd*.
dauphin: *daufin*.

dawned: *dawnd*.
dazzle: *dazl*.
dazzled: *dazld*.
dead: *ded*.
deadened: *dedend*.
deadening: *dedening*.
deadly: *dedly*.
deaf: *def*, *deaf*.
deafened: *defend*.
deafening: *defening*.
deafness: *defness*.
dealt: *delt*.
dearth: *derth*.
death: *deth*.
debarred: *debard*.
debarked: *debarkt*.
debatable: *debatabl*.
debauched: *debaucht*.
debt: *det*.
debtor: *detter*.
decalogue: *decalog*.
decamped: *decampt*.
decayed: *decayd*.
deceased: *deceast*.
deceive: *deceiv*.
deceived: *deceivd*.
deceptive: *deceptiv*.
decipher: *decifer*.
deciphered: *deciferd*.
decisive: *decisiv*.
decked: *deckd*.
declaimed: *declaimd*.
declarative: *declarativ*.
decolor: *decolor*.
decolorize: *decolorize*.
decorative: *decorativ*.
decoyed: *decoyd*.
decreased: *decreast*.
decursive: *decursiv*.
deducible: *deducibl*.
deductive: *deductiv*.
deemed: *deemd*.
deepened: *deepend*.
defeasible: *defeasibl*.
defective: *defectiv*.
defense, defence: *defense*.
defensive: *defensiv*.
definite: *definit*.
definitive: *definitiv*.
deformed: *deformd*.
defrayed: *defrayd*.
deleble: *delebl*.
delectable: *delectabl*.
deliberative: *deliberativ*.

delight: *delite*.
delighted: *delited*.
delivered: *deliverd*.
dell: *del*.
delusive: *delusiv*.
demagogue: *demagog*.
demandable: *demandabl*.
demeaned: *demeand*.
demeanor, demeanour: *demeanor*.
demesne: *demene*.
demolished: *demolisht*.
demonstrable: *demonstrabl*.
demonstrative: *demonstrativ*.
denominative: *denominativ*.
deplorable: *deplorabl*.
deployed: *deployd*.
depressed: *deprest*.
depressive: *depressiv*.
derisive: *derisiv*.
derivative: *derivativ*.
descriptive: *descriptiv*.
deserve: *deserv*.
designed: *designd*.
designable: *designabl*.
desirable: *desirabl*.
despaired: *despaird*.
despatch: *despach*.
despicable: *despicable*.
despoiled: *despoild*.
destroyed: *destroyd*.
destructive: *destructiv*.
detached: *detacht*.
detailed: *detaild*.
detained: *detaind*.
detective: *detectiv*.
determinable: *determinabl*.
determine: *determin*.
determined: *determind*.
detersive: *detersiv*.
develop, developpe: *develop*.
developed: *developt*.
devisable: *devizabl*.
devise: *devize*.
devolve: *devolv*.
devolved: *devold*.
dewed: *dewd*.
dialed, dialled: *diald*.
dialist, diallist: *dialist*.

dialing, dialling: dialing.	disembarked: disembarkt.	distractive: distractiv.
dialogue: dialog.	disembarrassed: disembar- rast.	distrained: distraind.
diaphanous: diafanous.	disemboweled: disemboweld.	distressed: distrest.
diaphoretic: diaforetic.	disentangle: disentangl.	distributive: distributiv.
diaphragm: diafragm.	disentangled: disentangld.	disturbed: disturbd.
dicephalous: dicefalous.	disesteemed: disesteemd.	disuse, v.: disuze.
diffuse, v.: diffuze.	disfavor, disfavour: dis- favor.	ditched: dicht.
diffusible: diffuzibl.	disfavored, disfavoured: disfavord.	divisible: divisibl.
diffusive: diffusiv.	disguise: disguise.	docile: docil, docile.
digestible: digestibl.	dished: disht.	docked: dockt.
digraph: digraf.	dishearten: disharten.	doctrine: doctrin.
digressive: digressiv.	disheartened: dishartend.	doff: dof.
dimmed: dimd.	disheveled: disheveld.	doffed: doft.
diminished: diminisht.	dishonored, dishonoured: dishonord.	doll: dol.
diminutive: diminutiv.	disinterred: disinterd.	dolphin: dolfin.
dimple: dimpl.	disjunctive: disjunctiv.	domicile: domicil.
dimpled: dimpld.	dismantle: dismantl.	domiciled: domicild.
dingle: dingl.	dismantled: dismantld.	donative: donativ.
dinned: dind.	dismembered: dismemberd.	double: dubl, dubls.
dipped: dipt.	dismissed: dismiss.	doubled: dubld.
directive: directiv.	dismissive: dismissiv.	doublet: doublet.
disabuse: disabuze.	dispatch: dispatch.	doubloon: doubloon.
disagreeable: disagreeabl.	dispelled: dispeld.	doubt: dout.
disappeared: disappeard.	dispensable: dispensabl.	doubtful: doubtful.
disarrayed: disarrayd.	dispensed: dispenst.	dove: duv.
disavowed: disavowd.	dispersive: dispersiv.	dowered: dowerd.
disbelieve: disbeliev.	displayed: displayd.	dozen: duzen.
disbelieved: disbelievd.	displeasure: displezure.	drabble: drabl.
disboweled: disboweld.	disposive: displosiv.	draff: draf.
disburdened: disburdend.	dispossessed: dispossess.	draft, draught: draft.
disbursed: disburst.	disputable: disputabl.	dragged: dragd.
discernible: discernibl.	disreputable: disreputabl.	draggle: dragl.
discerned: discerned.	dissemble; dissembl.	draggled: dragld.
discipline: disciplin.	dissembled: dissemblld.	dragooned: dragoond.
disclaimed: disclaimd.	dissoluble: dissolubl.	draught, draft: draft.
disclose: discloze.	dissolvable: dissolvabl.	dread: dred.
disclosure: disclozure.	dissolve: dissolv.	dreadful: dredful.
discolor: discolor.	dissolved: dissolvld.	dreamed: dreamd.
discolored, -oured: discul- ord.	dissuasiv: dissuasiv.	dreamt: dremt.
discomfit: discumfit.	dissyllable: dissyllabl.	dredged: dredgd.
discomfort: discumfort.	distaff: distaf.	drenched: drencht.
discourage: discourag.	distained: distaind.	dressed: drest.
discourteous: discourteous.	distempered: distemperd.	dribble: dribl.
discourtesy: discourtesy.	distensible: distensibl.	dribbled: dribld.
discover: discover.	distill, distil: distil.	dribblet, dribblet: dribblet.
discovered: discoverd.	distilled: distild.	drill: dril.
discovery: discuvery.	distinctive: distinctiv.	drilled: drild.
discreditable: discredital.	distinguishable: distin- guishabl.	dripped: dript.
discriminative: discrimi- nativ.	distinguished: distin- guisht.	driven: drivn.
discursive: discursiv.		drizzle: drizl.
discussed: discust.		drizzled: drizld.
discussive: discussiv.		dropped: dropt.
disdained: disdaind.		drowned: drownld.
		drugged: drugd.
		drummed: drumld.

ducked: duckt.
ductile: ductil.
duelist, duellist: duelist.
dull: dul, duls.
dulled: duld.
dumb: dum.
durable: durabl.
dutiable: dutiabl.
dwarfed: dwarft.
dwel: dwel.
dwelled: dweld.
dwindle: dwindl.
dwindled: dwindld.
eagle: eagl.
cared: eard.
earl: erl.
early: erly.
earn: ern.
earned: ernd.
earnest: earnest.
earnings: ernings.
earth: erth.
earthen: erthen.
earthling: erthling.
earthly: erthly.
eatable: eatabl.
caten: catn.
ebb: eb.
ebbed: ebd.
eclipse: eclips.
eclipsed: eclipst.
eclogue: eclog.
-ed = d: d.
-ed = t: t.
edged: edgd.
effable: effabl.
effective: effectiv.
effectual: effectual.
effrontery: effruntery.
effuse: effuze.
effusive: effusiv.
egg: eg.
egged: egd.
elapse: elaps.
elapsed: elapst.
elective: electiv.
electrifiable: electrifiabl.
electrize, -ise: electrize.
eligible: eligibl.
ellipse: ellips.
elusive: elusiv.
embarked: embarkt.
embarrassed: embarrast.
embellished: embellisht.
embezzle: embezl.

embezzled: embezld.
embossed: embost.
emboweled, embowelled: emboweld.
embowered: embowerd.
embroidered: embroiderd.
embroiled: embroild.
emphasis: emfasis.
emphasize: emfasize.
emphatic: emfatic.
employed: employd.
empurple: empurpl.
emulsive: emulsiv.
enactive: enactive.
enameled, enamelled: enameled.
encamped: encampt.
encircle: encircl.
encircled: encircld.
encompass: encumpas.
encompassed: encompast.
encountered: encounterd.
encourage: encourage.
encroached: encroacht.
encumbered: encumberd.
endeared: endeard.
endeavor, endeavour: endeavor.
endeavored, endeavoured: endevord.
endowed: endowd.
endurable: endurabl.
enfeeble: enfeebl.
enfeebled: enfeeblld.
enfeoff: enfef.
enfeoffed: enfeft.
engendered: engenderd.
engine: engin.
enginery: enginry.
engrained: engraind.
engulfed: engulfst.
enjoyed: enjoyd.
enkindle: enkindl.
enough: enuf.
enraptured: enravisht.
enriched: enricht.
enroll, enrol: enrol.
enrolled: enrolld.
ensanguine: ensanguin.
ensealed: enseald.
entailed: entaild.
entangle: entangl.
entangled: cntangld.
entered: enterd.
entertained: entertaind.

entrance, v.: entranse.
entranced: entranst.
entrapped: entrapt.
enunciative: enunciativ.
enveloped: envelopt.
envenomed: envenomd.
epaulet, epaulette: epaulet.
ephemera: efemera.
ephemeral: efemeral.
epigraph: epigraf.
epilogue: epilog.
epitaph: epitaf.
equable: equabl.
equaled, equalled: equald.
equipped: equipt.
equitable: equitabl.
erasable: erasabl.
erimine: ermin.
erosive: erosiv.
err: er.
erred: erd.
eruptive: eruptiv.
eschewed: eschewd.
established: establisht.
estimable: estimabl.
etch: ech.
etched: echt.
euphemism: eufemism.
euphemistic: eufemistic.
euphonic: eufonic.
euphony: eufony.
euphuism: eufuism.
evasive: evasiv.
evincive: evinciv.
evitable: evitabl.
evolve: evolv.
evolved: evolvd.
examine: examin.
examined: examind.
exceptionable: exceptionabl.
excessive: excessiv.
excitable: excitabl.
exclusive: exclusiv.
excretive: excretiv.
excursive: excursiv.
excusable: excuzabl.
excuse, v.: excuze.
execrable: execrabl.
executive: executiv.
exercise: exercize.
exhaustible: exhaustibl.
exorcise: exorcize.
expansible: expansibl.
expansive: expansiv.

expelled: expeld.
expensive: expensiv.
expiable: expiabl.
explainable: explainabl.
explained: explaind.
expletive: expletiv.
explicative: explicativ.
explosive: explosiv.
expressed: expresst.
expressive: expressiv.
expugnable: expugnabl.
expulsive: expulsiv.
exquisite: exquisit.
extensible: extensibl.
extensive: extensiv.
extinguished: extinguisht.
extolled: extold.
extractive: extractiv.
extricable: extricabl.
eye: ey.
factitive: factitiv.
fagged: fagd.
failed: faild.
fallible: fallibl.
faltered: falterd.
famine: famin.
famished: famisht.
farewell: farewel.
farmed: farmd.
fascicle: fascicl.
fashioned: fashiond.
fashionable: fashionable.
fastened: fastend.
fathered: fatherd.
fathomed: fathomd.
fathomable: fathomabl.
fattened: fattend.
favor, favour: favor.
avored: favord.
favorite: favorit.
fawned: fawnd.
feared: feard.
feasible: feasibl.
feather: fether.
feathered: fetherd.
feathery: fethery.
febrile: febril.
federative: federativ.
feeble: feebl.
feign: fein.
feigned: feind.
feminine: feminin.
fence: fense.
fermentative: fermentativ.
fertile: fertil, -ile.

festive: festiv.
fetch: fech.
fetched: fecht.
fevered: feverd.
fiber, fibre: fiber
fibered: fiberd.
fibrine: fibrin.
fickle: fickl.
fiddle: fidl.
fiddled: fidld.
fidgetting: fidgeting.
fierce: fierse.
filched: filcht.
fill: fil.
filled: fild.
filliped: filipt.
filtered: filterd.
fingered: fingerd.
finished: finisht.
fished: fisht.
fissile: fissil.
fixed: fixt.
fizz: fiz.
fizzed: fizd.
flagged: flagd.
flapped: flapt.
flashed: flasht.
flattened: flattend.
flattered: flatterd.
flavor, flavour: flavor.
flavored, flavoured: flavord.
flawed: flawd.
fledged: fledgd.
fleered: fleerd.
fleshed: flesht.
flexible: flexibl.
flexile: flexil.
flinched: flincht.
flogged: flogd.
floored: floord.
floundered: flounderd.
flourish: flurish.
flourished: flurisht.
flushed: flusht.
flustered: flusterd.
fluttered: flutterd.
fluxed: fluxt.
fluxible: fluxibl.
foaled: foald.
foamed: foamd.
fobbed: fobd.
focused: focust.
foible: foibl.
foiled: foild.

followed: followd.
fondle: fondl.
fondled: fondld.
fooled: foold.
forbade: forbad.
forbidden: forbidn.
forcible: forcibl.
foregone: foregon.
forehead: forhed.
foreign: foren.
foreigner: forener.
forewarned: forewarnd.
forgive: forgiv.
forgiveness: forgivness.
forgone: forgon.
formed: formd.
formative: formativ.
formidable: formidabl.
fossé, foss: foss.
fostered: fosterd.
fouled: fould.
founded: founderd.
foxed: foxt.
fragile: fragil.
freckle: freckl.
freckled: freckld.
freeze: freez.
freshened: freshend.
fribble: friibl.
friend: frend.
frieze: friez.
frightened: frightend.
frill: fril.
frilled: frild.
frisked: friskt.
frittered: fritterd.
frizz: friz.
frizzed: frizd.
frizzle: frizl.
frizzled: frizld.
frolicked: frolickt.
frolicsome: frolicsum.
front: frunt.
frowned: frownd.
fugitive: fugitiv.
fulfill, fulfil: fulfil.
fulfilled: fulfild.
full: ful.
fulled: fuld.
fulsome: fulsum.
fumble: fumbl.
fumbled: fumbld.
furbished: furbisht.
furled: furd.
furlough: furlo.

furloughed: furloed.
furnished: furnisht.
furthered: furtherd.
furtive: furtiv.
furze: furz.
fuse: fuze.
fusible: fuzibl.
fusion: fuzion.
fussed: fust.
futile: futil, -ile.
fuzz: fuz.
gabbed: gabd.
gabble: gabl.
gabbled: gabld.
gaff: gaf.
gaffle: gafil.
gagged: gagd.
gained: gaind.
galled: galld.
gamble: gambl.
gambled: gambld.
gamesome: gamesum.
garble: garbl.
garbled: garbld.
gardened: gardend.
gargle: gargl.
gargled: gargld.
garnered: garnerd.
gashed: gasht.
gasped: gaspt.
gauze: gauz.
gazelle, gazel: gazel.
gazette: gazet.
gelatine, gelatin: gelatin.
gendered: genderd.
genitive: genitiv.
gentle: gentl.
gentleman: gentlman.
genuine: genuin.
geographer: geografer.
geographic: geografic.
geography: geografy.
ghastliness: gastliness.
ghastly: gastly.
ghost: gost.
giggle: gigl.
gill: gil.
girdle: girdl.
girdled: girdld.
give: giv.
given: givn.
gladsome: gladsum.
gleamed: gleamd.
gleaned: gleand.
glimpse: glimps.

glimpsed: glimpsst.
glistered: glisterd.
glittered: glitterd.
gloomed: gloomd.
*glycerine, glycerin: glyce-
rin.*
glyph: glyf.
gnarled: gnarld.
gnawed: gnawd.
gobble: gobl.
gobbled: gobld.
godhead: godhed.
goggle: gogl.
goggled: gogld.
goiter, goitre: goiter.
gone: gon.
*good-by, good-bye: good-
by.*
gotten: gotn.
govern: guvern.
governed: guvernd.
governess: guverness.
government: guvernement.
governor: guvernor.
grabbed: grabd.
graff: graf.
grained: graind.
granite: granit.
grasped: graspt.
grease, v.: greaz, grease.
greased: greazd, greast.
griddle: gridl.
grieve: griev.
grieved: grievd.
grill: gril.
grilled: grild.
gripped: gript.
grizzle: grizzl.
grizzled: grizld.
groomed: groomd.
groove: groov.
grooved: groovd.
grouped: groupt.
groveled: groveld.
growled: growld.
grubbed: grubd.
grudged: grudgd.
grumble: grumbl.
grumbled: grumbld.
guarantee: guarantee.
guaranty: guaranty.
guard: gard.
guardian: gardian.
guess: gess.
guessed: gest.

guest: gest.
guild: gild.
guilt: gilt.
guilty: guilty.
guise: guize.
gulfed: gulft.
gulped: gulpt.
gurgle: gurgl.
gurgled: gurgld.
gushed: gusht.
guzzle: guzl.
guzzled: guzld.
habitable: habitabl.
hacked: hackt.
hackle: hackl.
hackled: hackld.
haggled: hagld.
hailed: haild.
hallowed: hallowd.
haltered: halterd.
halve: halv, halvs.
halved: halvd.
hampered: hamperd.
handcuff: handcuf.
handcuffed: handcuft.
handsome: handsum.
hanged: hangd.
happed: hapd.
happened: happend.
harangue: harang.
harangued: harangd.
harassed: harast.
harbor, harbour: harbor.
*harbored, harboured: har-
bord.*
harked: harkt.
harmed: harmd.
harnessed: harnest.
harped: harpt.
harrowed: harrowd.
hashed: hasht.
hatch: hach.
hatched: hatcht.
hatchment: hachment.
haughty: hauty.
hauled: hauld.
have: hav.
havock, havoc: havoc.
harocked: harockt.
hawked: hawkd.
head: hed.
headache: hedake.
headland: hedland.
headlong: hedlong.

<i>healed</i> : <i>heald</i> .	<i>hooping-cough</i> : <i>hooping-cof</i> .	<i>implacable</i> : <i>implacabl</i> .
<i>health</i> : <i>helth</i> .	<i>hopped</i> : <i>hopt</i> .	<i>impossible</i> : <i>impossibl</i> .
<i>healthy</i> : <i>helthy</i> .	<i>horned</i> : <i>hornd</i> .	<i>impoverished</i> : <i>impoverisht</i> .
<i>heaped</i> : <i>heapt</i> .	<i>horography</i> : <i>horografy</i> .	<i>impressed</i> : <i>imprest</i> .
<i>heard</i> : <i>herd</i> .	<i>horrible</i> : <i>horribl</i> .	<i>impressive</i> : <i>impressiv</i> .
<i>hearken</i> : <i>harken</i> .	<i>horsed</i> : <i>horst</i> .	<i>impulsive</i> : <i>impulsiv</i> .
<i>hearkened</i> : <i>harkend</i> .	<i>hortative</i> : <i>hortativ</i> .	<i>inaccessible</i> : <i>inaccessibl</i> .
<i>hearse</i> : <i>herse</i> .	<i>hospitable</i> : <i>hospitabl</i> .	<i>inactive</i> : <i>inactiv</i> .
<i>hearsed</i> : <i>herst</i> .	<i>hough, hock</i> : <i>hock</i> .	<i>incensed</i> : <i>incenst</i> .
<i>heart</i> : <i>hart</i> .	<i>house, v.</i> : <i>houz</i> .	<i>incentive</i> : <i>incentiv</i> .
<i>hearth</i> : <i>harth</i> .	<i>housed</i> : <i>houzd</i> .	<i>inceptive</i> : <i>inceptiv</i> .
<i>heartly</i> : <i>harty</i> .	<i>housing</i> : <i>houzing</i> .	<i>inclose</i> : <i>incloze</i> .
<i>heather</i> : <i>hether</i> .	<i>howled</i> : <i>howld</i> .	<i>inclusive</i> : <i>inclusiv</i> .
<i>heave</i> : <i>heav</i> .	<i>huffed</i> : <i>huf</i> .	<i>increased</i> : <i>increast</i> .
<i>heaved</i> : <i>heavd</i> .	<i>huffed</i> : <i>huft</i> .	<i>incurred</i> : <i>incurd</i> .
<i>heaven</i> : <i>heven</i> .	<i>hugged</i> : <i>hugd</i> .	<i>indexed</i> : <i>indext</i> .
<i>heaves</i> : <i>heavs</i> .	<i>humble</i> : <i>humbl</i> .	<i>indicative</i> : <i>indicativ</i> .
<i>heavy</i> : <i>hevy</i> .	<i>humbled</i> : <i>humbl</i> .	<i>indorsed</i> : <i>indorst</i> .
<i>hedged</i> : <i>hedgd</i> .	<i>humor, humour</i> : <i>humor</i> .	<i>inferred</i> : <i>inferd</i> .
<i>heeled</i> : <i>heeld</i> .	<i>humored, humoured</i> : <i>humord</i> .	<i>infinite</i> : <i>infin</i> .
<i>heifer</i> : <i>hefer</i> .	<i>humped</i> : <i>humpt</i> .	<i>infix</i> : <i>infxt</i> .
<i>heightened</i> : <i>heightend</i> .	<i>hushed</i> : <i>husht</i> .	<i>inflective</i> : <i>inflectiv</i> .
<i>hell</i> : <i>hel</i> .	<i>hustle</i> : <i>hustl</i> .	<i>inflexive</i> : <i>inflexiv</i> .
<i>helped</i> : <i>helpt</i> .	<i>hustled</i> : <i>hustld</i> .	<i>informed</i> : <i>informd</i> .
<i>helve</i> : <i>helv</i> .	<i>hutch</i> : <i>huch</i> .	<i>infuse</i> : <i>infuze</i> .
<i>hence</i> : <i>hense</i> .	<i>hatched</i> : <i>hucht</i> .	<i>inked</i> : <i>ink</i> .
<i>hermaphrodite</i> : <i>hermafrodite</i> .	<i>hydrography</i> : <i>hydrografy</i> .	<i>inn</i> : <i>in</i> .
<i>hiccough, hiccup</i> : <i>hiccof, hiccup</i> .	<i>hydrophobia</i> : <i>hydrofobia</i> .	<i>inned</i> : <i>ind</i> .
<i>hiccoughed, hiccupped</i> : <i>hiccoft, hiccupt</i> .	<i>hyphen</i> : <i>hyfen</i> .	<i>inquisitive</i> : <i>inquisitiv</i> .
<i>hidden</i> : <i>hidn</i> .	<i>hyphened</i> : <i>hyfend</i> .	<i>installed</i> : <i>installd</i> .
<i>hill</i> : <i>hil</i> .	<i>hypocrite</i> : <i>hypocrit</i> .	<i>instead</i> : <i>insted</i> .
<i>killed</i> : <i>kild</i> .	<i>icicle</i> : <i>iciel</i> .	<i>instinctive</i> : <i>instinctiv</i> .
<i>hindered</i> : <i>hinderd</i> .	<i>ill</i> : <i>il</i> .	<i>instructive</i> : <i>instructiv</i> .
<i>hipped</i> : <i>hipt</i> .	<i>illative</i> : <i>illativ</i> .	<i>intelligible</i> : <i>intelligibl</i> .
<i>hissed</i> : <i>hist</i> .	<i>illness</i> : <i>ilness</i> .	<i>interleave</i> : <i>interleav</i> .
<i>hitch</i> : <i>hich</i> .	<i>illusive</i> : <i>illusiv</i> .	<i>interleaved</i> : <i>interleavd</i> .
<i>hitched</i> : <i>hicht</i> .	<i>illustrative</i> : <i>illustrativ</i> .	<i>interlinked</i> : <i>interlinkt</i> .
<i>hobble</i> : <i>hobl</i> .	<i>imaginable</i> : <i>imaginabl</i> .	<i>intermeddle</i> : <i>intermedl</i> .
<i>homestead</i> : <i>homested</i> .	<i>imaginative</i> : <i>imaginativ</i> .	<i>interrogative</i> : <i>interrogativ</i> .
<i>honey</i> : <i>huney</i> .	<i>imagine</i> : <i>imagin</i> .	<i>interspersed</i> : <i>intersperst</i> .
<i>honeyed</i> : <i>huneyd</i> .	<i>imagined</i> : <i>imagind</i> .	<i>intestine</i> : <i>intestin</i> .
<i>honied</i> : <i>hunied</i> .	<i>imbecile</i> : <i>imbecil</i> .	<i>introduction</i> : <i>introduction</i> .
<i>honor, honour</i> : <i>honor</i> .	<i>imbittered</i> : <i>imbitterd</i> .	<i>intrusive</i> : <i>intrusiv</i> .
<i>honored, honoured</i> : <i>honor</i> .	<i>imbrowned</i> : <i>imbrownd</i> .	<i>inurned</i> : <i>inurnd</i> .
<i>honorable, honourable</i> : <i>honorabl</i> .	<i>imitative</i> : <i>imitativ</i> .	<i>invective</i> : <i>invectiv</i> .
<i>hoodwinked</i> : <i>hoodwinkt</i> .	<i>immeasurable</i> : <i>immezurabl</i> .	<i>inventive</i> : <i>inventiv</i> .
<i>hoofed</i> : <i>hooft</i> .	<i>impaired</i> : <i>impaired</i> .	<i>involve</i> : <i>involv</i> .
<i>hooked</i> : <i>hookt</i> .	<i>impassive</i> : <i>impassiv</i> .	<i>involved</i> : <i>invold</i> .
<i>hooped</i> : <i>hoopt</i> .	<i>impeached</i> : <i>impeacht</i> .	<i>inweave</i> : <i>inweav</i> .
	<i>impelled</i> : <i>impeld</i> .	<i>inwrapped</i> : <i>inwrapt</i> .
	<i>imperative</i> : <i>imperativ</i> .	<i>iodine</i> : <i>iodin, -ine</i> .
	<i>imperilled</i> : <i>imperild</i> .	<i>irksome</i> : <i>irksum</i> .
		<i>irritative</i> : <i>irritativ</i> .
		<i>island</i> : <i>iland</i> .

isle: ile.	<i>lanced: lancht.</i>	<i>listened: listend.</i>
islet: ilet.	<i>languished: languisht.</i>	lithograph: lithograf.
itch: ich.	lapse: laps.	<i>lithographed: lithograft.</i>
<i>itched: icht.</i>	<i>lapsed: lapst.</i>	lithographer: lithografer.
iterative: iterativ.	<i>lashed: lasht.</i>	lithography: lithografy.
<i>jabbered: jabberd.</i>	latch: lach.	little: litl.
jail, gaol: jail.	<i>latched: lacht.</i>	live: liv.
<i>jailed: jaid.</i>	<i>lathered: latherd.</i>	<i>lived: livd.</i>
<i>jammed: jamd.</i>	laudable: laudabl.	livelong: livlong.
<i>jarred: jard.</i>	laugh: laf.	loathsome: loathsum.
jasmine: jasmin.	<i>laughed: laft.</i>	<i>locked: loct.</i>
jessamine: jessamin.	laughable: lafabl.	<i>loitered: loiterd.</i>
jealous: jelous.	laughter: lafter.	<i>looked: lookt.</i>
jealousy: jealousy.	<i>launched: launcht.</i>	<i>loomed: loomd.</i>
<i>jeered: jeerd.</i>	laxative: laxativ.	<i>looped: loopt.</i>
jeopard: jepard.	lead (metal): led.	<i>loosed: loost.</i>
jeopardy: jepardy.	lead (pret.): led.	<i>loosened: loosend.</i>
<i>jerked: jerkt.</i>	leaden: leden.	<i>lopped: lopt.</i>
<i>jibbed: jibd.</i>	league: leag.	lovable: luvabl.
joggle: jogl.	<i>leagued: leaged.</i>	love: luv.
<i>joggled: jogld.</i>	<i>leaked: leakt.</i>	<i>loved: luvd.</i>
<i>joined: joind.</i>	<i>leaned: leand, lent.</i>	lovely: luvly.
jostle: jostl.	<i>leaped, leapt: leapt, lept.</i>	lucrative: lucrativ.
<i>jostled: jostld.</i>	learn: lern.	luff: luf.
journal: jurnal.	learned: lern-ed, lernd.	<i>luffed: luft.</i>
journalism: jurnalism.	learning: lerning.	lull: lul.
journalist: jurnalist.	<i>learnt: lernt.</i>	<i>lulled: luld.</i>
journey: journey.	<i>leased: least.</i>	<i>lumped: lumpt.</i>
<i>journeyed: journeyd.</i>	leather: lether.	lustre, luster: luster.
joust, just: just.	leathern: lethern.	lymph: lymf.
judicative: judicativ.	leave: leav.	lymphatic: lymfatic.
juggle: jugl.	leaven: leven.	<i>lynched: lyncht.</i>
<i>juggled: jugld.</i>	<i>leavened: levend.</i>	<i>mailed: maild.</i>
jumble: jumbl.	<i>leered: leerd.</i>	<i>maimed: maimd.</i>
<i>jumbled: jumbl.</i>	legible: legibl.	<i>maintained: maintaind.</i>
jungle: jungl.	legislative: legislativ.	maize: maiz.
justifiable: justifiabl.	lenitive: lenitiv.	<i>malled: malld.</i>
juvenile: juvenil,-ile.	leopard: lepard.	malleable: malleabl.
<i>keelhauled: keelhauld.</i>	<i>lessened: lessend.</i>	manacle: manacl.
kettle: ketl.	<i>leveled, levelled: leveld.</i>	maneuver, manœuvre: ma- neuver.
key, quay: key.	leveling, levelling: level- ing.	<i>maneuvered, manœuvred:</i> <i>maneuverd.</i>
<i>kidnapped: kidnapt</i>	lexicographer: lexicogra- fer.	<i>marched: marcht.</i>
kill: kil.	lexicography: lexicografy.	<i>marked: markt.</i>
<i>killed: kild.</i>	liable: liabl.	<i>marveled, marvelled: mar-</i> <i>veld.</i>
kindle: kindl.	<i>libeled, libelled: libeld.</i>	marvelous, marvellous: marvelous.
<i>kindled: kindld.</i>	libertine: libertin, -ine.	masculine: masculin.
<i>kissed: kist.</i>	<i>licensed: licenst.</i>	<i>masked: maskt.</i>
kitchen: kichen.	<i>licked: lickt.</i>	massive: massiv.
knell: knel.	<i>lightened: lightend.</i>	<i>mastered: masterd.</i>
knuckle: knuckl.	limb: lim.	match: mach.
<i>knuckled: knuckld.</i>	<i>limped: limpt.</i>	<i>matched: macht.</i>
labor, labour: labor.	lipped: lipt.	
<i>labored, laboured: labord.</i>	<i>lisped: lispt.</i>	
<i>lacked: lackt.</i>		
lamb: lam.		

materialise, materialize:	monk: munk.	nominative: nominativ.
materialize.	monkey: munkey.	notable: notabl.
meadow: medow.	monkish: munkish.	notch: noch.
meager, meagre: meager.	monograph: monograf.	<i>notched: nocht.</i>
<i>meant: ment.</i>	monologue: monolog.	nourish: nurish.
measles: measls.	monosyllable: monosyllabl.	<i>nourished: nurisht.</i>
measurable: mezurabl.	<i>moored: moord.</i>	nozzle, nosle: nozl.
measure: mezure.	<i>mossed: most.</i>	nubile: nubil.
<i>measured: mezured.</i>	motive: motiv.	null: nul.
meddle: medl.	mouse, v.: mouz.	numb: num.
<i>meddled: medld.</i>	mouser: mouzer.	numskull: numskul.
meddlesome: medlsum.	movable: movabl.	<i>nursed: nurst.</i>
medicine: medicin.	<i>mowed: mowd.</i>	nutritive: nutritiv.
meditative: meditativ.	muddle: mudl.	nuzzle: nuzl.
melancholy: melancoly.	muff: muf.	nymph: nymf.
memorable: memorabl.	<i>muffed: muft.</i>	oared: oard.
memorialise, memorialize:	muffle: mufl.	objective: objectiv.
memorialize.	<i>muffled: mufl.</i>	observable: observabl. ¹
mephitic: mefitic.	<i>mulched: mulcht</i>	observe: observ.
mephitis: mefitis.	mumble: mumbl.	<i>observed: observd.</i>
mercantile: mercantil, -ile.	<i>mumbled: mumbl.</i>	<i>obtained: obtaind.</i>
merchandise: merchan-	<i>munched: muncht.</i>	obtainable: obtainabl. ¹
dize.	<i>murdered: murderd.</i>	obtrusive: obtrusiv. ³
merchantable: merchant-	<i>murmured: murmur.</i>	<i>occurred: occurd.</i>
abl.	muscle: muscl.	odd: od.
<i>meshed: mesht.</i>	mutable: mutabl.	offence, offense: offense. ⁷
<i>messed: mest.</i>	muzzle: muzl.	offensive: offensiv.
metamorphose: metamor-	<i>muzzled: muzld.</i>	<i>offered: offerd.</i>
fose.	myrtle: myrtl.	ogre, oger: oger.
metamorphosis: metamor-	<i>nabbed: nabd.</i>	olive: oliv.
fosis.	<i>nailed: naild.</i>	once: onse.
metaphysics: metafysics.	naphtha: naptha, naftha.	ooze: ooz.
metre, meter: meter	narrative: narrativ.	<i>oozed: oozd.</i>
mettle: metl.	<i>narrowed: narrowd.</i>	<i>opened: opend.</i>
mettled: metld.	native: nativ.	ophidian: ofidian.
mettlesome: metlsum.	<i>neared: neard.</i>	ophthalmic: ofthalmic.
<i>mewled: mewld.</i>	needle: needl.	ophthalmy: ofthalmy.
middle: midl.	negative: negativ.	opposite: opposit.
<i>middling: midling.</i>	nephew: nevew, nefew.	<i>oppressed: opprest.</i>
<i>mildewed: mildewd.</i>	nephritic: nefritic	oppressive: oppressiv.
mill: mil.	nerve: nerv.	optative: optativ.
<i>milled, mild, milld.</i>	<i>nerved: nervd.</i>	oracle: oracl.
<i>mimicked: mimickt.</i>	nestle: nestl.	<i>orbed: orbd.</i>
miracle: miracl.	<i>nestled: nestld.</i>	<i>ordered: orderd.</i>
misbecome: misbecum. ⁷	nettle: nettl.	organise, organize: organ-
miserable: miserabl	neutralise, -ize: neutralize.	ize.
misgive: misgiv.	newfangled: newfangld.	orphan: orfan.
missile: missil.	newfashioned: newfash-	orthographer: orthografer.
missive: missiv.	iond.	orthographic: orthografic.
mistletoe: mistltoe.	nibble: nibl.	orthography: orthografy.
misuse, v.: misuze.	<i>nibbled: nibld.</i>	ostracise, ostracize: ostra-
mitre, miter: miter.	<i>nicked: nickt.</i>	cize.
<i>mocked: mockt.</i>	nipple: nipl.	outlive: outliv.
money: muney.	nitre, niter: niter.	outspread: outspred.
monitive: monitiv. ⁷	noddle: nodl.	outstretch: outstreich.

outstretched: outstrecht.
outwalked: outwalkt.
overawe: overaw.
overawed: overawd.
overpassed: overpast.
overspread: overspred.
owe: ow.
owed: owd.
owned: ownd.
oxide, oxid: oxid.
packed: packt.
pack-thread: pack-thred.
paddle: padl.
paddled: padld.
padlocked: padlockt.
pained: paind.
paired: paird.
palatable: palatabl.
palatine: palatin, -ine.
palæography: palæografy
palled: palld.
palliative: palliativ.
palpable: palpabl.
palmed: palmd.
paltered: palterd.
pampered: pamperd.
pamphlet: pamflet.
pandered: panderd.
paneled, panelled: paneld.
panicle: panicl.
panicked: panicld.
pantograph: pantograf.
papered: paperd.
parable: parabl.
paragraph: paragraf.
paragraphed: paragraft.
paralleled: paralleld.
paranymph: paranymf.
paraphernalia: paraferna-
lia.
paraphrase: parafrase.
paraphrast: parafrast.
parboiled: parboild.
parceled, parcelled: par-
celd.
parched: parcht.
pardonable: pardonabl.
pardoned: pardond.
parleyed: parleyd.
parliament: parlament.
parsed: parst.
partible: partibl.
participle: participl.
particle: particl.
partitive: partitiv.

passed, past: past.
passable: passabl.
passive: passiv.
patch: pach.
patched: pacht.
patrolled: patrolld.
patterned: patternd.
pavilioned: paviliond.
pawed: pawd.
pawned: pawnd.
payable: payabl.
peaceable: peaceabl.
peached: peacht.
pealed: peald.
pearl: perl.
peasant: pezant.
peasantry: pezantry.
pease, peas: peas.
pebble: pebl.
peccable: peccabl.
pecked: peckt.
pedagogue: pedagog.
peddle: pedl.
peddled: pedld.
peddler: pedler.
peduncle: peduncul.
peeled: peeld.
peeped: peept.
peered: peerd.
pegged: pegd.
pell: pel.
pellicle: pellicl.
pell-mell: pel-mel.
pence: pense.
pencilled, penciled: pencild.
penetrable: penetrabl.
penetrative: penetrativ.
penned: pend.
pensile: pensil, -ile.
pensioned: pensiond.
pensive: pensiv.
people: peple.
peppered: pepperd.
perceivable: perceivabl.
perceive: perceiv.
perceived: perceivd.
perceptible: perceptibl.
perceptive: perceptiv.
perched: percht.
perfectible: perfectibl.
perfective: perfectiv.
perforative: perforativ.
performed: performd.
performable: performabl.
perilled, periled: perild.

periphery: perifery.
periphrase: perifrased.
periphrastic: perifrastic.
perished: perisht.
perishable: perishabl.
periwigged: periwigd.
periwinkle: periwinkl.
perked: perkt.
permeable: permeabl.
permissible: permissibl.
permissive: permissiv.
perplexed: perplext.
perquisite: perquisit.
personable: personabl.
perspective: perspectiv.
perspirable: perspirabl.
persuadable: persuadabl.
persuasive: persuasiv.
pertained: pertaind.
perturbed: perturbd.
pervasive: pervasiv.
perversive: perversiv.
pervertible: pervertibl.
pestered: pesterd.
pestle: pestl.
petit, petty: petty.
petitioned: petitiond.
petrifactive: petrifactiv.
ph: f.
phaeton: faeton.
phalansterian: falansterian.
phalanstery: falanstery.
phalanx: falanx.
phantasm: fantasm.
phantasmagoria: fantasma-
goria.
phantom: fantom.
pharmacy: farmacy.
pharynx: farynx.
phase: fase.
pheasant: fezant.
phenix: fenix.
phenomenal: fenomenal.
phenomenon: fenomenon.
phial, vial: fial, vial.
philander: filander.
philanthropic: filanthropic.
philanthropist: filanthro-
pist.
philanthropy: filanthropy.
philharmonic: filharmonic.
philippic: filippic.
philologer: filologer.
philological: filological.
philologist: filologist.

philology: filology.	<i>picked: pickt.</i>	poached: poacht.
philomel: filomel.	<i>pickle: pickl.</i>	<i>poisoned: poisond.</i>
philopena: filopena.	<i>pickled: pickld.</i>	<i>polished: polisht.</i>
philosopher: filosofer.	<i>picnicked: picnickt.</i>	polygraph: polygraf.
philosophic: filosofic.	<i>pilfered: pilferd.</i>	polygraphy: polygrafy.
philosophize: filosofize.	<i>pill: pil.</i>	polysyllable: polysyllabl.
philosophy: filosofy.	<i>pillowed: pillowd.</i>	pommel, pummel: pummel.
phlebotomy: flebotomy.	<i>pimped: pimpt.</i>	<i>pommeled: pummeld.</i>
phlegm: flegm.	<i>pimple: pimpl.</i>	<i>pondered: ponderd.</i>
phlegmatic: flegmatic.	<i>pimples: pimpld.</i>	ponderable: ponderabl.
phlox: flox.	<i>pinched: pinchd.</i>	pontiff: pontif.
phoenix, phenix: foenix,	<i>pinioned: piniond.</i>	poodle: poodl.
fenix.	<i>pinked: pinkt.</i>	<i>popped: popt.</i>
phonetic: fonetic.	<i>pinnacle: pinnacld.</i>	porphyritic: porfyritic.
phonetist: fonetist.	<i>pinned: pind.</i>	porphyry: porfyry.
phonic: fonic.	<i>pintle: pintl.</i>	portable: portabl.
phonograph: fonograf.	<i>pioneered: pioneerd.</i>	<i>portioned: portiond.</i>
phonographer: fonografer.	<i>pished: pisht.</i>	<i>portrayed: portrayd.</i>
phonographic: fonografic.	<i>pitch: pich.</i>	positive: positiv.
phonography: fonografy.	<i>pitched: picht.</i>	<i>possessed: possest.</i>
phonologic: fonologic.	pitcher: picher.	possessive: possessiv.
phonologist: fonologist.	pitchy: pichy.	possible: possibl.
phonology: fonology.	pitiable: pitiaabl.	potable: potabl.
phonotype: fonotype.	placable: placabl.	pottle: potl.
phosphate: fosfate.	<i>plained: plaind.</i>	<i>pouched: pouchd.</i>
phosphoric: fosforic.	plaintiff: plaintif.	<i>poured: pourd.</i>
phosphorus: fosforus.	plaintive: plaintiv.	<i>powdered: powderd.</i>
photograph: fotograf.	<i>planked: plankt.</i>	practicable: practicabl.
<i>photographed: fotograft.</i>	<i>planned: pland.</i>	practise: practis.
photographer: fotografer.	<i>plashed: plasht.</i>	<i>practised: practist.</i>
photographic: fotografic.	<i>plastered: plasterd.</i>	<i>pranked: prankt.</i>
photography: fotografy.	<i>plausible: plausibl.</i>	prattle: pratl.
photometer: fotometer.	plausive: plausiv.	<i>prattled: pratld.</i>
photometry: fotometry.	played: playd.	prattler: pratler.
phototype: fototype.	pleasant: plezant.	<i>prayed: prayd.</i>
phrase: frase.	pleasurable: plezurabl.	<i>preached: preacht.</i>
phraseology: fraseology.	pleasure: plezure.	preamble: preambl.
phrenologist: frenologist.	<i>pledged: pledgd.</i>	precative: precativ.
phrenology: frenology.	pliable: pliaabl.	preceptive: preceptiv.
phrensy, frenzy: frenzy.	plough: see plow.	preclusive: preclusiv.
phylactery: fylactery.	plover: pluver.	preconceive: preconceiv.
physic: fysic.	plow: see plough.	precursive: precursiv.
physical: fysical.	<i>plowed: plowd.</i>	predestine: predestin.
<i>physicked: fysickt.</i>	plowable: plowabl.	<i>predestined: predestind.</i>
physician: fysician.	<i>plucked: pluckt.</i>	predetermine: predeter-
physicist: fysicist.	<i>plugged: plugd.</i>	min.
physics: fysics.	plumb: plum.	<i>predetermined: predeter-</i>
physiognomist: fysiogno-	<i>plumbed: plumd.</i>	mind.
mist.	plumber, plumber: plum-	predicable: predicabl.
physiognomy: fysiognomy.	mer.	predictive: predictiv.
physiologic: fysiologic.	plumbing, plumbing: plum-	<i>preened: preend.</i>
physiologist: fysiologist.	ming.	<i>pre-established: pre-estab-</i>
physiology: fysiology.	plumb-line: plum-line.	lisht.
phytography: fytografy.	<i>plumped: plumpt.</i>	preferable: preferabl.
phytology: fytology.	<i>plundered: plunderd.</i>	<i>preferred: preferd.</i>

prefigurative: prefigurativ.	promised: promist.	pushed: pusht.
prefixed: prefixt.	promotive: promotiv.	putative: putativ.
prehensile: prehensil.	propped: propt.	putrefactive: putrefactiv.
prelusive: prelusiv.	propagable: propagabl.	puttered: putterd.
premise, premiss: premis.	propelled: propeld.	puzzle: puzl.
premise, v.: premize.	prophecy: profecy.	puzzled: puzld.
premised: premized.	prophecy: profesy.	quacked: quackt.
preordained: preordaind.	prophet: profet.	quadruple: quadrupl.
preparative: preparativ.	prophetess: profetess.	quaff: quaf.
prepositive: prepositiv.	prophetic: profetic.	quaffed: quaft.
prepossessed: prepossest.	prophylactic: profylactic.	quailed: quaild.
prerequisite: prerequisite.	proportioned: proportiond.	qualitative: qualitativ.
prerogative: prerogativ.	proportionable: proportionabl.	quantitative: quantitativ.
prescriptive: prescriptiv.	propulsive: propulsiv.	quarreled, quarrelled: quarrelld.
presentable: presentabl.	proscriptive: proscriptiv.	quarrelsome: quarrelsum.
preservative: preservativ.	prospective: prospective.	quay, key: key.
preserve: preserv.	prospered: prosperd.	quell: quel.
preserved: preservd.	protective: protectiv.	quelled: queld.
pressed: prest.	protractive: protractiv.	quenched: quencht.
presumable: presumabl.	protrusive: protrusiv.	queue, cue: cue.
presumptive: presumptiv.	provable: provabl.	quibble: quibl.
pretense, pretence: pretense.	provocative: provocativ.	quibbled: quibld.
preterit, preterite: preterit.	prowled: prowld.	quickened: quickend.
prevailed: prevaild.	published: publisht.	quiddle: quidl.
preventable: preventabl.	puckered: puckerd.	quill: quil.
preventive: preventiv.	puddle: pudl.	quivered: quiverd.
preyed: preyd.	puddled: pudld.	racked: rackt.
pricked: prickt.	puddling: pudling.	raffle: rafl.
prickle: prickl.	puerile: pueril, -ile.	raffled: rasfd.
primitive: primitiv.	puff: puf.	railed: raird.
principle: principl.	puffed: puft.	rained: raind.
principled: principld.	pull: pul.	raise: raiz.
prinked: prinkt.	pulled: puld.	raised: raizd.
prisoned: prisond.	pulsatile: pulsatil.	rammed: ramd.
pristine: pristin, -ine.	pulsative: pulsativ.	ramble: rambl.
privative: privativ.	pulsed: pulst.	rambled: ramblld.
probable: probabl.	pulverable: pulverabl.	ramped: rampd.
probative: probativ.	pumped: pumpt.	rancour, rancor: rancor.
procreative: procreativ.	punched: puncht.	ranked: rankt.
procurable: procurabl.	punished: punisht.	rankle: rankl.
producible: producibl.	punishable: punishabl.	rankled: rankld.
productive: productiv.	punitive: punitiv.	ransacked: ransackt.
productiveness: productiveness.	punned: pund.	ransomed: ransomd.
professed: profest.	purchasable: purchasabl.	rapped, rapt: rapt.
proffered: profferd.	purgative: purgativ.	rasped: raspt.
profitable: profitabl.	purled: purld.	rattle: ratl.
progressed: progrestd.	purline, purlin: purlin.	rattled: ratld.
progressive: progressiv.	purloined: purloind.	raveled, ravelled: ravelld.
prohibitive: prohibitiv.	purple: purpl.	raveling, ravelling: raveling.
projectile: projectil.	purpled: purpld.	ravened: ravend.
prologue: prolog.	purr: pur.	ravished: ravisht.
prolonged: prolongd.	purred: purd.	reached: reacht.
promise: promis.	pursed: purst.	read: red.
	purveyed: purveyd.	

ready: redy.	reparable: reparabl.	riddle: ridl.
realm: relm.	reparative: reparativ.	riddled: ridld.
reaped: reapt.	repelled: repeld.	riffraff: rifraf.
reared: reard.	replenished: replenisht.	rigged: rigd.
reasonable: reasonabl.	representative: represen- tativ.	rigor, rigour: rigor.
reasoned: reasond.	repressed: represt.	rill: ril.
rebelled: rebeld.	reprieve: repriev.	rime, rhyme: rime.
receipt: receit.	reprieved: reprievd.	rimple: rimpl.
receivable: receivabl.	reproached: reproacht.	rinsed: rinst.
receive: receiv.	reproductive: reproductiv.	ripened: ripend.
received: receivd.	reptile: reptil, -ile.	ripple: rippl.
receptive: receptiv.	republished: republisht.	rippled: rippld.
recoiled: recoild.	repulsive: repulsiv.	rise, v.: rize.
recover: recuver.	requisite: requisit.	risen: rizn.
recovered: recuverd.	resemble: resembl.	risible: risibl.
rectangle: rectangl.	resembled: resembld.	risked: riskt.
reddened: reddend.	reserve: reserv.	rivaled, rivalled: rivald.
redoubt: redout.	reserved: reservd.	riven: rivn.
redressive: redressiv.	resistible: resistibl.	riveted, rivetted: riveted.
reductive: reductiv.	resolve: resolv.	roared: roard.
reefed: reefst.	resolved: resolvd.	robbed: robd.
reeked: reekt.	respective: respectiv.	rocked: rockt.
reeled: reeld.	respite: respit.	roiled: roild.
referred: referd.	responsible: responsibl.	rolled: rold.
reflective: reflectiv.	responsive: responsiv.	romped: rompt.
reflexive: reflexiv.	restive: restiv.	roofed: roofst.
reformed: reformd.	restrained: restraind.	roomed: roomd.
reformative: reformativ.	restrictive: restrictiv.	rose: roze.
refreshed: refresht.	retailed: retaild.	rotten: rotn.
refusal: refuzal.	retained: retaind.	rough: ruf.
refuse, v.; refuse.	retaliative: retaliativ.	roughen: rufen.
regressive: regressiv.	retentive: retentiv.	roughened: rufend.
rehearse: rehearse.	retouch: retuch.	roughening: rufening.
rehearsed: reherst.	retouched: retucht.	rowed: rowd.
reined: reind.	retrenched: retrencht.	ruff: ruf.
rejoined: rejoind.	retributive: retributiv.	ruffed: ruft.
relapse: relaps.	retrievable: retrievabl.	ruffle: rufl.
relapsed: relapst.	retrieve: retriev.	rundle: rundl.
relative: relativ.	retrieved: retrievd.	rushed: rusht.
relaxed: relaxt.	retrospective: retrospectiv.	rustle: rustl.
released: releast.	returned: returnd.	rustled: rustld.
relieve: reliev.	reveled, revelled: reveld.	saber, sabre: saber.
relieved: relievd.	reveling, revelling: revel- ing.	sabered: saberd.
relinquished: relinquisht.	reversed: reverst.	sacked: sackt.
relished: relisht.	reversible: reversibl.	saddened: saddend.
remained: remaind.	reviewed: reviewd.	saddle: sadl.
remarkable: remarkabl.	revise: revize.	saddled: sadld.
remarked: remarkt.	revolve: revolv.	sagged: sagd.
remembered: rememberd.	revolved: revolvd.	sailed: saild.
remissible: remissibl.	revulsive: revulsiv.	saltpetre, -peter: saltpeter.
remunerative: remunera- tiv.	rhyme, rime: rime.	salve: salv.
rendered: renderd.	rhymers, rimer: rimer.	salved: salvd.
renowned: renownd.	ridden: ridn.	samphire: samfire.
repaired: repaired.		sanative: sanativ.
		sandaled: sandald.

sanguine: sanguin.	sealed: seald.	shipped: shipt.
sapphire: saffire.	seamed: seamd.	shirked: shirkt.
sardine: sardin, -ine.	search: serch.	shivered: shiverd.
sashed: sasht.	searched: sercht.	shocked: shockt.
sauntered: saunterd.	seared: seard.	shopped: shopt.
savior, saviour: savior.	seasonable: seasonabl.	shortened: shortend.
savor, savour: savor.	seclusive: seclusiv.	shove: shuv.
savored, savoured: savord.	secretive: secretiv.	shoved: shuvd.
scalped: scalpt.	sedative: sedativ.	shoving: shuving.
scanned: scand.	seductive: seductiv.	shovel: shuvel.
scarce: scarce.	seemed: seemd.	shoveled: shuveld.
scarcity: scarsity.	seesawed: seesawd.	showed: showd.
scarfed: scarft.	seize: seiz.	shrieked: shriekt.
scarred: scard.	seized: seizd.	shrill: shril.
scattered: scatterd.	sell: sel.	shrugged: shrugd.
scent, sent: sent.	selves: selvs.	shuffle: shufl.
sceptic, skeptic: skeptic.	sensed: senst.	shuffled: shufld.
sceptre, scepter: scepter.	sensible: sensibl.	shuttle: shutl.
sceptered, sceptred: scep- terd.	sensitive: sensitiv.	siccative: siccativ.
scholar: scolar.	separable: seperabl.	sickened: sickend.
scholastic: scolastic.	separative: separativ.	sieve: siv.
sconce: sconse.	sepulcher, sepulchre: sep- ulcher.	sighed: sighd.
school: scool.	sepulchered, sepulchred: sep- ulcherd.	signed: signd.
schooner: scooner.	sequestered: sequesterd.	significative: significa- tiv.
scimitar, cimitar: cimitar.	seraph: seraf.	sill: sil.
scissors: cissors.	seraphic: serafic.	silvered: silverd.
scoff: scof.	seraphim: serafim.	simple: simpl.
scoffed: scoft.	serve: serv.	since: sinse.
scooped: scoopt.	served: servd.	single: singl.
scorned: scornd.	serviceable: serviceabl.	singled: singld.
scoured: scourd.	servile: servil, ile.	sipped: sipt.
scourge: scourge.	sessile: sessil, -ile.	siphon: sifon.
scourged: scourged.	settle: setl.	sithe, see scythe.
scrabble: scrabl.	settled: setld.	sizable: sizabl.
scramble: scrambl.	settlement: setlment.	sketch: skech.
scrambled: scrambld.	sewed: sewd.	sketched: skecht.
scratch: scrach.	sextile: sextil.	skiff: skif.
scratched: scracht.	shackle: shackl.	skill: skil.
scrawled: scrawld.	shackled: shackld.	skilled: skild.
screamed: screamd.	shadowed: shadowd.	skimmed: skimd.
screeched: screecht.	shall: shal.	skinned: skind.
screened: screend.	shambles: shambls.	skipped: skipt.
screwed: screwd.	sharpened: sharpened.	skull: skul.
scribble: scribl.	sheared: sheard.	skulled: skuld.
scribbled: scribld.	sheaves: sheavs.	slacked: slackt.
scrubbed: scrubd.	shell: shel.	slackened: slackend.
scuffle: scufl.	shelled: sheld.	slammed: slamd.
scuffled: scufl.	sheltered: shelterd.	slapped: slapt.
scull: scul.	shelve: shelv, shelvs.	slaughter: slauter.
sculled: sculd.	shelved: shelvd.	slaughtered: slauterd.
scummed: scumd.	sheriff: sherif.	sleeve: sleev.
scurrile: scurril.	shingle: shingl.	sleeved: sleevd.
scuttle: scutl.	shingled: shingld.	slidden: slidn.
scuttled: scutld.	shingles: shingls.	slipped: slipt.
scythe, sithe: sithe.		slivered: sliverd.

slouched: sloucht.
slough: sluf.
sloughed: sluft.
slumbered: slumberd.
slurred: slurd.
smacked: smackt.
smashed: smasht.
smeared: smeard.
smell: smel.
smelled: smeld, smelt.
smirked: smirkt.
smoothed: smoothd.
smuggle: smugl.
smuggled: smugld.
snaffle: snafl.
snapped: snapt.
snarled: snarlđ.
snatch: snach.
snatched: snacht.
sneaked: sneakt.
sneered: sneerd.
sneeze: sneez.
sneezed: sneezd.
sniff: snif.
sniffed: snift.
snivel: snivel.
sniveled, snivelled: sniveld.
snooze: snooz.
snoozed: snoozd.
snowed: snowd.
snubbed: snubd.
snuff: snuf.
snuffed: snuft.
snuffle: snuff.
snuffled: snufld.
snuggle: snugl.
snuggled: snugld.
soaked: soakt.
soaped: soapt.
soared: soard.
sobbed: sobd.
sobered: soberd.
sodden: sodn.
softened: softend.
soiled: soild.
sojourn: sojurn.
sojourned: sojurnđ.
sojourner: sojourner.
soldered: solderđ.
soluble: solubl.
solutive: solutiv.
solve: solv.
solved: solvd.
sombre, somber: somber.
some: sum.

-some: -sum.
somebody: sumbody.
somehow: sumhow.
somersault, summersault: summersault.
somerset: sumerset.
something: sumthing.
son: sun.
sophism: sofism.
sophist: sofist.
sophisticate: sofisticate.
sophistry: sofistry.
sophomore: sofomore.
sophomoric: sofomoric.
soured: sourđ.
source: sourse.
southerly: sutherly.
southern: suthern.
southron: suthron.
sovereign: soveren.
sovereignty: soverenty.
sowed: sowđ.
spangle: spangl.
spangled: spangld.
spanked: spankt.
spanned: spand.
sparkle: sparkl.
sparkled: sparkld.
sparred: spard.
spattered: spatterđ.
speared: speard.
specked: spect.
speckle: speckl.
speckled: speckld.
spectacle: spectacl.
spectacles: spectacl.
specter, spectre: specter.
spell: spel.
spelled, speld.
spewed: spewđ.
sphenoid: sfenoid.
sphere: sfere.
spherical: sferical.
spherics: sferics.
spheroid: sferoid.
spherule: sferule.
sphinx: sfinx.
spill: spil.
spilled: spild, spilt.
spindle: spindl.
spindled: spindld.
spittle: spitl.
splashed: splasht.
spoiled: spoild, spoilt.
sponge: spunge.

sprained: sprainđ.
sprawled: sprawld.
spread: spred.
spright: sprite.
sprightly: spritely.
spurned: spurnđ.
spurred: spured.
sputtered: sputterđ.
squandered: squanderđ.
squawled: squawld.
squeaked: squeakt.
squealed: squeald.
squeeze: squeez.
squeezed: squeezđ.
stackt: stackt.
staff: staf.
stained: stainđ.
stalled: stallđ.
stammered: stammerđ.
stamped: stampť.
stanchd: stanchť.
starred: stard.
startle: startl.
startled: startld.
starve: starv.
starved: starvd.
stayed: stayđ.
stead: sted.
steadfast: stedfast.
steady: stedy.
stealth: stelth.
steamed: steamđ.
steeped: steept.
steeple: steepł.
steered: steerđ.
stemmed: stemđ.
stenographic: stenografic.
stenographer: stenografer.
stenography: stenografy.
stepped: stept.
sterile: steril.
stewed: stewđ.
stickle: stickl.
stickled: stickld.
stiff: stif.
stiffened: stiffend.
still: stil.
stilled: stild.
stirred: stird.
stitch: stich.
stitched: sticht.
stocked: stockť.
stomach: stumac.
stomached: stumact.
stomachic: stumachic.

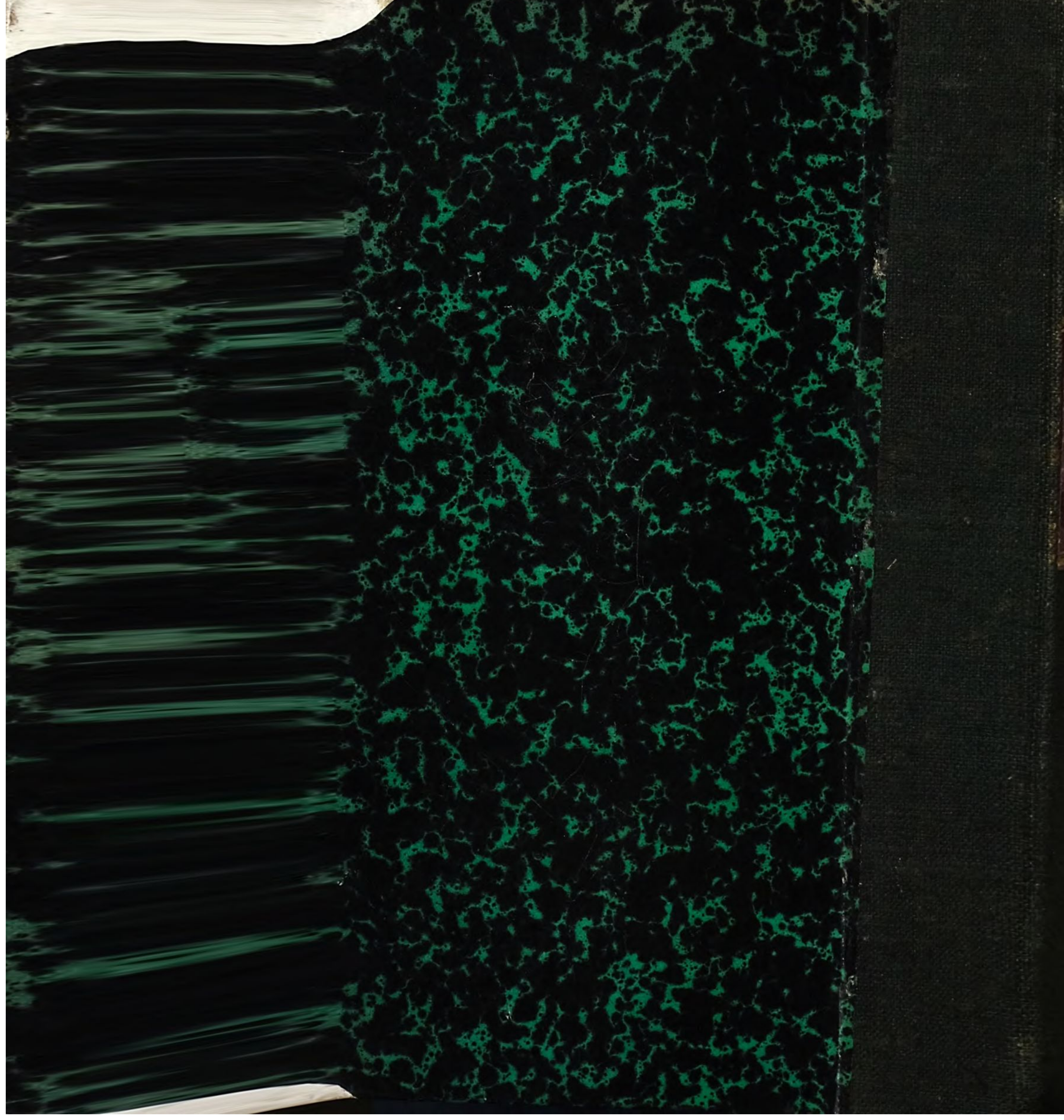
<i>stooped: stoopt.</i>	<i>summed: sumd.</i>	<i>tell: tel.</i>
<i>stopped: stopt.</i>	<i>sundered: sunderd.</i>	<i>tempered: temperd.</i>
<i>stopple: stopl.</i>	<i>superlative: superlativ.</i>	<i>temple: templ.</i>
<i>stormed: stormd.</i>	<i>supple: suppl.</i>	<i>tenable: tenabl.</i>
<i>stowed: stowd.</i>	<i>suppressed: supprest.</i>	<i>tendered: tenderd.</i>
<i>straddle: strادل.</i>	<i>suppurative: suppurativ.</i>	<i>termed: termd.</i>
<i>straddled: straddld.</i>	<i>surcingle: surcingl.</i>	<i>terrible: terribl.</i>
<i>straggle: stragl.</i>	<i>surpassed: surpast.</i>	<i>thanked: thankd.</i>
<i>straggled: stragld.</i>	<i>surprise: surprize.</i>	<i>thawed: thawd.</i>
<i>strained: straind.</i>	<i>surveyed: surveyd.</i>	<i>theater, theatre: theater.</i>
<i>strangle: strangl.</i>	<i>swaddle: swaddl.</i>	<i>themselves: themselvs.</i>
<i>strangled: strangld.</i>	<i>swagged: swagd.</i>	<i>thence: thense.</i>
<i>strapped: strapt.</i>	<i>swallowed: swallowd.</i>	<i>thickened: thickend.</i>
<i>streaked: streakt, streak- ed.</i>	<i>swamped: swampd.</i>	<i>thieve: thiev.</i>
<i>strengthened: strengthend.</i>	<i>swayed: swayd.</i>	<i>thieved: thievld.</i>
<i>stretch: strech.</i>	<i>sweat: swet.</i>	<i>thimble: thimbl.</i>
<i>stretched: stretchd.</i>	<i>sweetened: sweetend.</i>	<i>thinned: thind.</i>
<i>stricken: strickn.</i>	<i>swell: swel.</i>	<i>thistle: thistl.</i>
<i>stripped: stript.</i>	<i>swelled: sweld.</i>	<i>thorough: thuro.</i>
<i>striven: strivn.</i>	<i>sweltered: swelterd.</i>	<i>though, tho': tho.</i>
<i>stroll: strol.</i>	<i>swerve: swerv.</i>	<i>thrashed: thrasht.</i>
<i>strolled: strolld, strolld.</i>	<i>swerved: swervd.</i>	<i>thread: thred.</i>
<i>stubble: stubl.</i>	<i>swollen, swoln: swoln.</i>	<i>threat: thret.</i>
<i>stuff: stuf, stuvs.</i>	<i>swooned: swoond.</i>	<i>threaten: threten.</i>
<i>stuffed: stuft.</i>	<i>sylph: sylf.</i>	<i>threatened: thretend.</i>
<i>stumped: stumpd.</i>	<i>synagogue: synagog.</i>	<i>thrill: thril.</i>
<i>stuttered: stutterd.</i>	<i>tabernacle: tabernacl.</i>	<i>thrilled: thrild.</i>
<i>subjective: subjectiv.</i>	<i>tacked: tackt.</i>	<i>throbbed: throbd.</i>
<i>subjunctive: subjunctiv.</i>	<i>tackle: tackl.</i>	<i>thronged: throngd.</i>
<i>submissive: submissiv.</i>	<i>tackled: tackld.</i>	<i>throttle: throtl.</i>
<i>subtile: subtil.</i>	<i>tactile: tactil.</i>	<i>throttled: throtlld.</i>
<i>subtle: sutl.</i>	<i>tagged: tagd.</i>	<i>through, thro': thru.</i>
<i>subtly: sutly.</i>	<i>talked: talkt.</i>	<i>throughout: thruout.</i>
<i>subversive: subversiv.</i>	<i>talkative: talkativ.</i>	<i>thrummed: thrumd.</i>
<i>successive: successiv.</i>	<i>tangible: tangibl.</i>	<i>thumb: thum.</i>
<i>succor, succour: succor.</i>	<i>tanned: tand.</i>	<i>thumbed: thumd.</i>
<i>succored, succoured: suc- cord.</i>	<i>tapped: tapt.</i>	<i>thumped: thumpt.</i>
<i>succumb: succum.</i>	<i>tapered: taperd.</i>	<i>thundered: thunderd.</i>
<i>succumbed: succumd.</i>	<i>tariff: tarif.</i>	<i>thwacked: thwackt.</i>
<i>sucked: suckt.</i>	<i>tarred: tard.</i>	<i>ticked: tickt.</i>
<i>suckle: suckl.</i>	<i>tasked: taskt.</i>	<i>tickle: tickl.</i>
<i>suckled: suckld.</i>	<i>tasseled: tasseld.</i>	<i>tickled: tickld.</i>
<i>suffered: sufferd.</i>	<i>tattered: tatterd.</i>	<i>tierce: tierse.</i>
<i>suffixed: suffixt.</i>	<i>tattle: tatl.</i>	<i>till: til.</i>
<i>suffuse: suffuze.</i>	<i>tattled: tatld.</i>	<i>tillable: tillabl.</i>
<i>suggestive: suggestiv.</i>	<i>taxable: taxabl.</i>	<i>tilled: tild.</i>
<i>suitable: suitabl.</i>	<i>taxed: taxt.</i>	<i>tingle: tingl.</i>
<i>sulphate: sulfate.</i>	<i>teachable: teachabl.</i>	<i>tingled: tingld.</i>
<i>sulphur: sulfur.</i>	<i>teemed: teemd.</i>	<i>tinkered: tinkerd.</i>
<i>sulphurate: sulfurate.</i>	<i>telegraph: telegraf.</i>	<i>tinkle: tinkl.</i>
<i>sulphuret: sulfuret.</i>	<i>telegraphed: telegraft.</i>	<i>tinkled: tinkld.</i>
<i>sulphuric: sulfuric.</i>	<i>telegraphic: telegrafic.</i>	<i>tinned: tind.</i>
<i>sulphurous: sulfurous.</i>	<i>telegraphy: telegrafy.</i>	<i>tipped, tipt: tipt.</i>
	<i>telephone: telefone.</i>	<i>tipple: tipl.</i>
	<i>telephonic: telefonic.</i>	<i>tippled: tiplld.</i>

tipstaff: tipstaf.	treasury: trezury.	un-: <i>negativ prefix</i> : see the simpl forms.
tiresome: tiresum.	treatise: treatis.	uncle: uncl.
tittered: titterd.	treble: trebl.	unwonted: unwunted.
tittle: titl.	tremble: trembl.	use, v.: uze.
toddle: todl.	trembled: trembl̄d.	usual: uzual.
toiled: toild.	trenched: trencht.	uterine: uterin, -ine.
toilsome: toilsun.	trepanned: trepand.	vaccine: vaccin, -inē.
tolerable: tolerabl.	trespassed: trespast.	valuable: valuabl.
tolled: tolld, told.	trestle: trestl, tressel.	valve: valv.
ton: tun.	tricked: trickt.	vamped: vampt.
tongue: tung.	trickle: trickl.	vanished: vanisht.
tongued: tungd.	trickled: trickld.	vanquished: vanquisht.
toothed: tootht.	triglyph: triglyf.	vapor, vapour: vapor.
toothache: toothake.	trill: tril.	vapored, vapoured: vapord.
topographer: topografer.	trilled: trild.	variable: variabl.
topography: topografy.	trimmed: trimd.	vegetable: vegetabl.
topple: topl.	triple: tripl.	vegetative: vegetativ.
toppled: topl̄d.	tripled: tripl̄d.	vehicle: vehicl.
tossed, tost: tost.	tripped: tript.	veil: veil.
tottered: totterd.	triumph: triumf.	veiled: veild.
touch: tuch.	triumphed: triumft.	veined: veind.
touched: tucht.	triumphal: triumfal.	veneered: veneerd.
touchy: tuchy.	triumphant: triumfant.	ventricle: ventricl.
tough: tuf.	trodden: trodn.	veritable: veritabl.
toughen: tufen.	trooped: troopt.	versed: verst.
toughened: tufend.	trouble: trubl.	versicle: versicl.
towed: towd.	troubled: trubld.	vesicle: vesicl.
toyed: toyd.	troublesome: trublsum.	viewed: viewd.
traceable: traceabl.	troublous: trublous.	vigor, vigour: vigor.
tracked: trackt.	trough: trof.	vindictive: vindictiv.
tractable: tractabl.	trucked: truckt.	vineyard: vinyard.
trafficked: traffickt.	truckle: truckl.	visible: visibl.
trailed: traild.	truckled: truckld.	vocative: vocativ.
trained: traind.	trumped: trump̄t.	volatile: volatil, -ile.
tramped: tramp̄t.	tucked: tuckt.	vouched: voucht.
trample: tramp̄l.	tugged: tugd.	wafered: waferd.
trampled: tramp̄ld.	tumble: tumbl.	wagered: wagerd.
trance: transe.	tumbled: tumbl̄d.	wagged: wagd.
tranquelize, tranquillise:	turned: turnd.	waggle: wagl.
tranquelize.	turtle: turtl.	waggled: wagld.
transferred: transferd.	twaddle: twaddl.	wailed: waild.
transformed: transformd.	twanged: twangd.	waive: waiv.
transfuse: transfuze.	tweaked: tweakt.	waived: waiv̄d.
transmissive: transmissiv.	twelve: twelv.	walked: walkt.
trapanned: trapand.	twill: twil.	warble: warbl.
trapped: trapt.	twilled: twild.	warbled: warbl̄d.
traveled, travelled: traveld.	twinkle: twinkl.	warmed: warmd.
traveler, traveller: traveler.	twinkled: twinkld.	warred: ward.
treacherous: trecherous.	twirled: twirld.	washed: washt.
treachery: trechery.	twitch: twich.	watch: wach.
treacle: treacl.	twitched: twicht.	watched: wacht.
tread: tred.	twittered: twitterd.	watered: waterd.
treadle: tredl.	typographer: typografer.	waxed: waxt.
treasure: trezure.	typographical: typografical.	weakened: weakend.
treasurer: trezurer.	typography: typografy.	

wealth: welth.
 wealthy: welthy.
 weaned: weand.
 weapon: wepon.
 weather: wether.
 weathered: wetherd.
 weave: weav.
 webbed: webd.
 weened: weend.
 welcome: welcum.
 welcomed: welcomd.
 well: wel.
 welled: welld.
 were: wer.
 wheeled: wheeld.
 wheeze: wheez.
 wheezed: wheezd.
 whence: whense.
 whimpered: whimperd.
 whipped: whipt.
 whir, whirr: whir.
 whirred: whird.
 whirled: whirld.
 whisked: whiskt.
 whispered: whisperd.
 whistle: whistl.
 whistled: whistld.
 whizzed: whizd.
 whole: hole.
 wholesale: holesale.
 wholesum: holesum.
 wholly: holely.
 whooped: whoopt.

will: wil.
 willed: willd, wild.
 willful, wilful: wilful.
 wimble: wimbl.
 winged: wingd.
 winked: winkt.
 winnowed: winnowd.
 wintered: winterd.
 wished: wisht.
 witch: wich.
 witched: wicht.
 withered: witherd.
 withholden: withholdn.
 women: wimen.
 won: won.
 wonder: wunder.
 wondered: wunderd.
 wonderful: wonderful.
 wondrous: wondrous.
 wont: wunt.
 wanted: wunted.
 worked: workt.
 worm: wurm.
 wormed: wurmd.
 worry: worry.
 worse: wurse.
 worship: wurship.
 worshiped, worshipped:
 wurshipt.
 worst: wurst.
 worth: wurth.
 worthless: wurthless.
 worthy: wurthy.

wrangle: wrangl.
 wrangled: wrangld.
 wrapped: wrapt.
 wreaked: wreakt.
 wrecked: wreckt.
 wrenched: wrencht.
 wrestle: wrestl.
 wrestled: wrestld.
 wretch: wrech.
 wretched: wreched.
 wriggle: wrigl.
 wriggled: wrigld.
 wrinkle: wrinkl.
 wrinkled: wrinkl.
 written: writn.
 xanthine: xanthin.
 xylography: xylografy.
 yawned: yawnd.
 yeaned: yeand.
 yearn: yern.
 yearned: yernd.
 yell: yel.
 yelled: yeld.
 yeoman: yoman.
 yerked: yerkt.
 young: yung.
 zealot: zelot.
 zealous: zelous.
 zephyr: zefyr.
 zincography: zincografy.
 zoography: zoografy.



Circular of information

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